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ABSTRACT

A project is described which was undertaken from 1970 to 1973 in grammar and secondary schools in Northern Ireland to investigate the incidence of pupils leaving school at or before the age of 15. The document is presented in 10 sections. Section I examines previous research on early school leaving, charts recent trends in Northern Ireland, discusses aims and methodology of the study, and presents data about intended and actual behavior related to school leaving among 15-year old students. Sections II and III examine attitudes of students, teachers, and parents with regard to the function of education. Section IV focuses on teachers' views of a governmental decision to raise the school leaving age from 15 to 16 in 1973. Section V examines home backgrounds of pupils, school environment, and parent-school interaction. Section VI compares academic achievement of early school leavers with pupils who remain in school. Section VII identifies characteristics which distinguish the leaver from the stayer. Section VIII presents an overview of student attitudes and values. Section IX compares individual and group interviewing approaches. Section X presents findings including that in comparison with pupils who remain in school, school leavers had less regard for teachers and the work of the school, preferred the prospect of work to that of school, and performed less well on ability and attainment tests. (DB)

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Report of an enquiry among 15-year-olds, their teachers and parents in the year preceding the raising of the school leaving age to 16.

BY

John M. Bill
Karen J. Trew
John A. Wilson

SO 012 228

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The Northern Ireland Council
for
Educational Research

FOREWORD

This project was funded in full by the Social Science Research Council for the three-year period, October, 1970 - September, 1973. Without such financial assistance the scope and scale of the project, as planned and implemented, would not have been possible. The generosity of SSRC, through its Educational Research Board, is gratefully acknowledged.

The support and advice of the project Steering Committee, under the chairmanship of Professor Knox, was particularly helpful in the first year of the project, when numerous planning decisions had to be made. Members, individually and collectively, gave unstintingly of their guidance and experience.

Eighteen schools contributed to the pilot and experimental work of the first year. Fifty schools participated in the main enquiry. The heads and staffs of these schools were consistently co-operative, patient and interested in the project. They, together with the many pupils who took part, and the parents who were interviewed, must remain anonymous. To all of them we are hugely indebted.

The enquiry data were analysed on the Queen's University computer. We are pleased to pay tribute to the constant helpfulness of the Computer Laboratory staff, and in particular that of Mr. Geoffrey Bullock, whose advice and assistance were sought, and freely given, on a number of occasions.

From the research team John Bill was largely responsible for conducting the experimental studies and organising the fieldwork of the main enquiry. He was helped by Karen Trew, who organised the parental interviewing. Both were assisted by Paddy Boyle and Sheela Speers, who joined the team for the main enquiry. Eithne Wilkinson, who was project secretary throughout, typed the report.

NICER Research Unit,
The Queen's University of Belfast.
November, 1973.

John A. Wilson
Project Director.

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INTRODUCTION

This three-year project was carried out among pupils and teachers in a representative sample of Northern Ireland secondary and grammar schools. It took the form of an enquiry designed to identify those circumstances most clearly associated with the problem of early leaving among 15-year-olds. The imminence of RoSLA, the raising of the school leaving age to 16 in the school year 1972-73, had given the problem a new urgency. The enquiry therefore included a sampling of teacher opinion with regard to the problems and opportunities anticipated by teachers from this event.

The first year of the project, in 1970-71, was preparatory to the main enquiry in 1971-72. The preparatory year was devoted to the detailed planning of the enquiry and the preparation of survey materials. The latter were based on a series of feasibility studies designed to indicate how the enquiry might best be conducted and what information could be most usefully gathered. In particular, a series of experimental studies was carried out in order to compare individual and group methods of information gathering from pupils. These are described in Part 9 of the report. A detailed analysis of the first experiment in the series, that comparing the use of a structured pupil interview schedule under individual and group conditions of administration, has been reported elsewhere by Bill (1973).

In the school year 1971-72 - the pre-RoSLA year - some 3,500 15-year-olds and some 450 teachers in 50 secondary and grammar schools, with some 300 parents, provided the evidence in the main enquiry. This evidence is the chief concern of the report.

The third year of the project, 1972-73, included a follow up in schools to discover to what extent the intention of pupils to leave school or stay on, as expressed in the course of the main enquiry, had been subsequently translated into direct action. Otherwise, 1972-73 was given over to the analysis of the enquiry evidence and the preparation of the report.

The report is in ten parts, each part being introduced by a brief statement of aims. Part 1 examines the evidence from previous research. It charts the relevant post-war trends in Northern Ireland. It specifies the major aims of the enquiry and reviews its methodology. It ends by presenting the first of the evidence: the extent of early leaving, both intentional and actual, in the enquiry samples and age-group.

In Parts 2 and 3 the attitudes to school of pupils, parents and teachers, and the views of pupils and teachers on the function of education, are examined in detail. The values, interests and aspirations of pupils, as leavers or stayers, are compared.

Part 4 presents the views of teachers in the context of RoSLA, with particular emphasis on their perceived needs in terms of curricula, equipment, accommodation and in-service training.

Part 5 examines the home backgrounds of pupils, the characteristics of the schools, and in particular the kinds and extent of contact between home and school.

In Part 6 the educational progress of the early leaver is compared with that of the stayer. Part 7 is concerned to pinpoint those characteristics, educational, social, attitudinal, and school-organisational, which distinguish most strongly the leaver from the stayer.

In the course of the main enquiry individual interviews with a sub-sample of some 200 pupils were tape-recorded. The interview was in the form of a semi-structured enquiry on a number of specific dimensions. Pupils were encouraged to express their views and attitudes and these are illustrated and discussed in Part 8.

Part 9 reports on the experimental studies carried out both before and during the main enquiry. Though designed in the main in order to compare individual and group interviewing approaches, they were extended to include an examination of pupil reporting under structured and semi-structured interview conditions.

The main findings of the enquiry are reviewed in Part 10. The implications of these findings are discussed with particular reference to the current implementation of RoSLA. Where the findings are sufficiently clear-cut as to support definite conclusions a particular course of action may be recommended or suggested. In other cases, as where the evidence is less clear-cut, the reader is left to draw his own conclusions.

GLOSSARY

The glossary is intended to clarify certain descriptive terms which are used in the report.

Comprehensive Schools	In Part 7 of the report three sample schools are designated as comprehensive schools. Elsewhere in the report these schools are included with the non-selective secondary (intermediate) schools.
Grammar schools/ teachers/pupils/ parents	Selective secondary grammar schools, the teachers, the pupils, or the parents of pupils therein.
Leavers	Pupils who left, or intended leaving, full-time education at age 15.
Secondary education	Full-time post-primary education in secondary (intermediate) *and* secondary grammar schools

Secondary schools/ teachers/pupils/ parents	Non-selective secondary (intermediate) schools, the teachers, the pupils, or the parents of pupils therein.
Stayers	Pupils in secondary (intermediate) and secondary grammar schools who remained, or intended remaining, in full-time secondary education beyond the age of 15. The term includes pupils who may have moved at age 15 to a school similar to that previously attended, or who moved to the upper school within a two-tier system.
Transferrers	Pupils in secondary (intermediate) or secondary grammar schools who moved, or intended moving, to full-time education in technical colleges at age 15.

PART 1: THE BACKGROUND

Part 1 lays the foundations of the investigation by first of all examining the available evidence on the circumstances which have been shown to contribute to the decision by pupils to stay on or leave school at the first opportunity. It will be seen that nearly all the evidence is from England. When we come to look at Northern Ireland we find the evidence limited to a counting of heads over the years. The stuff of further enquiry is sadly lacking.

This is not to deny that the counting of heads tells its own useful story. From the early 50's to the early 70's increasing provision of school places and opportunities for youngsters of secondary school age is steadily matched by an increase in voluntary staying on. This in itself is cause for satisfaction.

However, the present study is more concerned with the other side of the coin, the forty per cent of 15-year-olds who, on the latest count, leave school at the first opportunity. The major part of this study took place in the school year 1971-1972, the pre-RoSLA year, when the 15-year-old might still leave school of his own or his parents' free will. This is no longer so. At the moment of writing, in the school year 1972-73, the 15-year-old who would previously have left must return to school for a further year in September, 1973.

Many, if not all, educationalists will see this extra year as an extension of opportunity. How the individual pupil will experience it, as opportunity or irksome constraint, may depend on the school. The researcher's job, in this kind of empirical *enquiry, is not to tell the school how to do its business. His job is to sift the evidence, to size up the reported difficulties and problems, and to isolate the major points of conflicting interest. His aim is to establish a more accurate perspective against which the teachers and the school will do their job with, we would hope, increased insight and reward for themselves, and a greater wealth of opportunity for their pupils.*

By the same token, Part 1 outlines the perspective of research evidence, in which the researcher finds his initial insights. These establish his directions and formulate his aims. They will influence, if not determine, his choice of methods. Occasionally, as in the present study, where a major choice had to be made between individual and group interviewing of pupils, the right choice of method may be sufficiently in question as to call for investigation in its own right. Perhaps more often in empirical research the problem is seen as that of matching resources to the complexities of the situation under enquiry. Either way, the researcher ignores the research evidence at his peril.

The final section of Part 1, 1.5, examines the extent of both intentional and actual leaving, transfer or staying among pupils in the main enquiry sample, and the degree of correspondence between intentional and actual leaving-staying. By presenting the first of the evidence Section 1.5 serves as a link between the discussion of the Northern Ireland trends in Section 1.2 and the main body of evidence in Parts 2 to 8.

1.1 PREVIOUS RESEARCH

In 1938 the Spens Report concluded that the adoption of a minimum school leaving age of 16 years, though not then immediately practicable, was inevitable. The 1944 Education Act in England and Wales made provision for the raising of the leaving age to 16. Three years later, in 1947, the leaving age was raised to 15.

In 1959 the Crowther Report recommended a minimum leaving age of 16. Newsom in 1963 called for an immediate announcement that this should take effect in the school year, 1969-70. The decision to raise the leaving age to 16 in the school year 1970-71 was subsequently deferred until the school year 1972-73.

The 1944 Education Act established the right of secondary education for all. The extent to which the principle of equality of educational opportunity was affected by social and educational circumstances became a matter of increasing concern over the ensuing years. Two stages or phases may be discerned in the expression of this concern. In the 1950's attention was focused on the 'drop-out' problem in the selective grammar and technical schools. In the 1960's the focus of attention shifted to the 'early leaver' in the non-selective school.

In 1954 the report on *Early Leaving* had drawn attention to the way in which children of manual workers, and especially of unskilled and semi-skilled workers, lost ground during the grammar school course by comparison with the children of non-manual workers. The 1957 Social Survey, reported by Crowther, likewise found that premature leaving at 15 was almost non-existent among children of professional and managerial fathers. The proportion of leavers was highest among children of manual workers.

The survey acknowledged the importance of paying attention to the attitudes of leavers themselves in any examination of what influences the length of school life. Among grammar and technical school leavers, interviewed between the ages of 16 and 20, the most frequent reason given for leaving was a desire to earn money. Other reasons included the availability of a suitable job, the feeling that nothing useful was being learnt in terms of a further career, and the feeling that they lacked academic ability.

The National Service Survey, also reported by Crowther, found that most of the Army recruits who were in the highest order of ability had stayed at school until at least 16. In the second order of ability, however, about two-thirds had left school at the minimum age. Among those who left at 15 ten per cent had been at grammar school. The main reasons given by this group of grammar school leavers for their decision to leave included boredom with school, the availability of a job and shortage of money in the home.

Douglas, in his evidence to Robbins (1963) on the 1946 Cohort, showed that for a given level of ability a higher proportion of middle-class than of working-class children entered grammar schools. Evidence from the Ministry of Education showed that working-class children in grammar schools were progressively less successful than children of the same 11-plus grading in other social groups. The Robbins Survey of 21-year-olds showed that when children are grouped according to their measured intelligence at 11-plus, as well as their final educational attainment, for children of a given intelligence a much higher proportion of those from middle-class homes reach higher education than of those from working-class homes.

Robbins concluded that the difference between children of the same potential but different backgrounds widens progressively. The report noted the rapid improvement in recent years in the achievement of children in the higher social groups, but with only a small reduction in the differences between social groups. It drew attention to a greater proportionate reserve, or 'pool', of untapped ability in working-class than middle-class families, and among girls more so than among boys.

In the 1950's early leaving from the non-selective secondary modern or all-age primary school was not regarded as a problem. The Crowther Social Survey among 16-20 year-olds, carried out in 1957, found, for example, that only 3 per cent of pupils in the sample who had attended secondary modern or all-age primary schools stayed on beyond 15.

As Crowther points out (p. 67), for a large number of children it was insufficient opportunity, rather than any lack of desire for more education, that made these pupils leave school at 15. School leavers in the grammar and technical schools had recognised courses. In the modern schools many of the pupils had no alternative but to leave since the schools had no extended courses to offer. This situation began to change in the late 50's and early 60's. By 1963, as Eggleston (1970) points out, over 20 per cent of pupils in secondary modern schools were remaining at school after the minimum leaving age.

Newsom concluded that between 1953 and 1961 there had been a general improvement in educational standards in which all occupational groups had shared. The report drew particular attention to a tendency for the lower occupational groups to show a somewhat greater improvement than the higher groups in terms of numbers of pupils achieving five or more 0-level passes in G.C.E. (p. 293).

Newsom's brief was to advise on the education of pupils aged 13 to 16 of average and less than average ability. The report was concerned with the need to give the curriculum a new look for the last two years of school life. It frequently stressed the element of pupil choice. It warned of the dangers of treating pupils as leavers or stayers, or as examinees or non-examinees. It also acknowledged the limitations of the available evidence, including its ignorance of the personal characteristics which make Brown, Jones and Robinson happy or discontented, loved or disliked, useful members of the community or a drag on society (p. 194).

The post-Newsom announcement that the leaving age would be raised to 16 in 1970-71 focussed attention on the 60 per cent of 15-year-olds who, in the mid-60's, were leaving school at 15. Schools Council Working Paper No. 2, *Raising the School Leaving Age* (1965), drew attention to the need for information about the likely needs, expectations and educational problems of these pupils in order to stimulate the development of appropriate curricula. In order to provide such information Schools Council supported two major investigations.

The first of these, Schools Council Enquiry No. 1, *Young School Leavers,* was carried out by the Government Social Survey Unit under the direction of Roma Morton-Williams and Stewart Finch (1968). The enquiry was conducted among teachers, parents, pupils in their third and fourth year of secondary school, fifth-year pupils, both leavers and stayers, and 19-20 year-olds. In all, some 8,000 pupils and young people, some 1,500 teachers and some 4,500 parents were interviewed individually in 1966.

The enquiry concentrated on what teachers, 15-year-old leavers and parents considered should be the main functions of secondary schools and the ways in which they thought that school curricula and school life in general should develop to meet the needs of the kind of pupils who would be affected by the raising of the school leaving age.

It was found that 15-year-old leavers differed most of all from those staying on at school in the quality of their home backgrounds, which were much less favourable for leavers; in being much less inclined to have any academic or intellectual interests; and in being generally of an active rather than a sedentary bent and more interested in practical-constructional activities than were stayers.

The leavers tended to come from larger families and more overcrowded homes. They occupied their leisure time less satisfactorily, became bored more easily, and gave their parents greater cause for anxiety. They were more inclined than stayers to resent school discipline. They were less identified with or interested in school life. They considered their subject curricula less useful and interesting. Their behaviour in school was more likely to be considered unsatisfactory by their teachers.

Even more than those staying on the leavers wanted their education to be concerned with preparing them for their working life, but they were less anxious than stayers that it should be concentrated on improving career prospects. They more generally wanted the school to help them develop as people, to make the most of themselves, and to learn things which would be useful in everyday life.

Their teachers were less convinced than heads of the benefits of raising the school leaving age, and less convinced of parental support in their efforts. Many teachers anticipated discipline problems. Their first priority was for up-dating their knowledge of developments in their subjects as well as having guidance in the appropriate techniques. Many saw the need for training in the understanding of behaviour problems. Even more recognised the need for the provision of in-service experience in fields of employment other than teaching in order to help pupils make the transition from school to work.

The second study commissioned by Schools Council was carried out by Sumner and Warburton and reported in 1972 as *Achievement in Secondary School*. This study was undertaken in the hope that research would yield information about the factors which play an important part in promoting school achievement, so that recommendations about curricula could be set against an appropriate background of knowledge. The research problem was posed as the question, why and at what stage in their school careers do some pupils become allergic to education or, alternatively, why does education alienate some children?

28 schools representative of England and Wales by economic region, urban-rural location and type of school (secondary modern-comprehensive-grammar) were each asked to nominate two groups

composed of the three or four least and three or four most industrious pupils in each of the 13-, 14-, 15- and 16-year-old age-bands. 805 pupils were included in this way. The variables examined for each pupil consisted of measures of ability, attainment, personality, attitude, interest, motivation and social background at home and school.

Major contrasts between the more and less industrious, or allergic, pupils were found for most circumstances. Those pupils regarded by their teachers as exceptionally hard-working generally had superior attainments, even though they were not relatively that much more able in terms of measured ability. Pupils' home backgrounds on the one hand, and personality and attitude characteristics on the other, were found to be equally important determinants of achievement.

Attitudes were singled out as the major link between the personal attributes of the pupil and his environmental situation. For instance, a bright allergic pupil from a favourable home background was likely to have favourable attitudes to school, to appear well motivated and to reach fairly high though below capacity levels of attainment. In this case the allergy to school appeared to stem from factors centred on extraversion, low morality and group dependence.

It also seemed fairly certain that the attitudes of both the industrious and allergic pupils converged in many respects towards the fifteenth year, and that the background of the pupil was the major influence in extended schooling into the sixteenth year. Parent-school contact, the stability of the home and control exerted by parents were all highly significant, as were position in family and social class.

The Plowden researches in 1967, notably those reported by Wiseman and Peaker, had demonstrated clearly the importance of the home, and in particular the literacy and educational aspiration of the parents as determinants of educational progress at the primary school stage. In Peaker's follow up study, reported in 1971 as *The Plowden Children Four Years Later,* those pupils who, in 1964, had been in their last year of primary education, were investigated again in 1968 when they were in the fourth year of secondary schooling.

The study found that sixty-three per cent of these pupils' achievement in secondary education in 1968 could be explained by their home circumstances, school conditions and educational achievement in primary school, as assessed in 1964. Parental attitudes in 1964 increased explained variation to sixty-five per cent. Home and school circumstances, re-assessed in 1968, explained a further five per cent. Parental attitudes, re-assessed in 1968, explained a further two per cent.

Peaker concludes that the further the pupil's history can be traced backwards the larger the amount of his present achievement that can be explained, and the smaller the apparent independent contribution of the immediate past.

It is worth noting, however, that of the variation in educational achievement explained by the 1964 information, some four per cent was explained by one variable, namely 'type of school 1968'. Peaker placed this variable with the 1964 predictors on the grounds that the decisions to which it relates preceded the secondary stage to which they belong. It could equally be argued that the effect of 'type of school' on achievement in 1968 should be seen as a cumulative effect between 1964 and 1968, stemming from, but not simply to be explained by decisions taken in 1964.

In Peaker's study 'type of school' was a composite measure indicating whether the school was selective or non-selective and whether maintained, direct-grant or independent. In the 60's, with more pupils staying on voluntarily, we find increasing attention being paid to the characteristics of the non-selective school, whether secondary modern or new-style comprehensive, on the assumption that differing forms of organisation might be related to the ability of the school to hold on to its pupils.

Eggleston (1970), for example, has pointed out that a common feature of overall schemes of comprehensive re-organisation is a more open access to extended secondary education for all pupils. He has suggested that, since decisions to stay on can be made at the minimum leaving age rather than at eleven, these decisions tend to be made far more by the individual pupil and less by the school. In consequence the predictibility of decision is lessened.

Newsom had reported that there was virtually no difference in the proportion of pupils in the top quarter of secondary school ability who will complete a five-year-course in modern schools which provide the opportunity and the proportion of their twins in comprehensive schools. There was, however, rather less likelihood of pupils in the middle half of secondary school ability staying on in the modern school, if given a chance, than there was of their comprehensive school twins doing so (p. 232).

Over the five-year period, 1958-63, Eggleston examined patterns of staying on in schools in eight representative L.E.A.'s. He found that more pupils stayed on in schools where examination courses were available in larger schools with superior material environments and with catchment areas of superior socio-economic status. Staying on was greater when provision for doing so was available within the school; whereas concentration of provision within a few schools by transfer arrangement discouraged staying on, though discouragement was less in superior areas.

The expectation that low intakes to selective schools would be associated with high rates of staying on in the non-selective schools serving the same catchment areas was not borne out. In the tripartite areas a high intake to selective schools was significantly correlated with a high rate of staying on in the non-selective schools. Rates of staying on in both types of school were also positively correlated.

Comprehensive systems emerged as superior to tripartite systems in the provision and holding power of their extended courses, though there was some evidence that the comprehensive schools had less holding power over the most able pupils than would have been expected in a tripartite system. Eggleston concludes, however, that the overall superior holding power of the comprehensive schools seemed largely to be accounted for by the superior socio-economic status of their catchment areas.

Monks (1968), whose findings have been summarised by Cox (1969), discovered important differences in the two principal categories of comprehensive school as between the proportions of pupils leaving school to take jobs or continue their education. In the school year 1964-65 more pupils in the 11-18 all-through schools left to take jobs in the fourth to eighth years of school life, while more pupils in the fifth and seventh to eighth years in the 13-18 schools left to continue with further full-time education. These differing patterns were seen as being in part due to the fact that the 13-18 schools tended to follow the more traditional grammar school pattern, with students remaining in the sixth form for two years. On the other hand, a greater proportion of 11-18 schools had sixth forms in which the range of pupil ability was wider than in the 13-18 schools.

Evison (1970) found that the more able pupils were under-represented and the less able over-represented in the comprehensive schools than would have been expected on the basis of national test norms. He concluded that competition from grammar schools was the probable explanation of this imbalance.

However, in the 1971 national survey of reading among 15-year-olds in England Start and Wells (1972) found that the mean reading test score obtained by 15-year-old pupils in comprehensive schools was very close to the mean score obtained by 15-year-olds in all maintained schools. On the other hand, the range of reading scores showed fewer very able and very weak readers in the comprehensives, which might have reflected a topping and tailing effect at intake, or the limiting of the extremes of reading achievement during the four years in the schools.

Either way, as with attempts to compare the relative holding power of comprehensive and bipartite systems, the evidence is inconclusive. Both systems will have benefited from the trend towards extended staying on. There can also be little doubt that in the 60's, if not currently, the new comprehensives were in many instances being creamed by the grammar schools. In the more recent investigations of comprehensive education (Monks, 1968, 1970) too little attention has been given to the comparative effects on voluntary staying on of re-organisation on comprehensive school lines.

In recent years the organisation of pupils within schools has led to considerable debate. The implications have been examined most fully by Barker Lunn (1970) in the context of streaming at the primary school stage. In a study reported by Ferri (1971) pupils who at the age of ten were in Barker Lunn's sample of streamed and non-streamed primary schools were followed up into the secondary school two years later. Ferri found that such differences as had been found at age ten between the two groups had largely disappeared. No differences were found in the progress made by pupils of comparable ability level and social class who had attended streamed and non-streamed primary schools. Similarly, no differences were found in the academic progress of pupils in streamed and non-streamed secondary schools, but pupils in non-streamed schools took a more active part in school activities. Ferri concludes that for the individual pupil the effect of the teacher is far more important than the way the school structures its teaching groups. Unfortunately for our purposes the study did not extend to the leaving years.

Morton-Williams and Finch (1968) found that schools with large proportions of 15-year-old leavers were much more likely than schools with few leavers to allocate pupils to their first year classes by ability. They found that early leavers tended to come from the middle and lower streams, as many as 80 per cent of leavers having been placed in their first year of secondary education in classes that were streamed by ability. Any further sifting of these pupils occurred only when capabilities became known to teachers, and the report points out that there is little chance of such capabilities being recognised where classes are large or staff turnover is rapid. While accepting that the evidence indicates an association between streaming and age of leaving school, the report is careful to point out that this does not establish a causal relationship.

OVERVIEW

The evidence makes one thing clear. Early leaving becomes a matter of educational concern only when a significant number of pupils or students fail to take advantage of the educational opportunities provided.

In perspective the early 50's were the lean years. Educational opportunity was then largely the prerogative of the grammar schools. In the late 50's and early 60's, with the new secondary moderns extending the range of opportunity, so voluntary staying on increased accordingly. The decision to raise the school leaving age to 16 in the late 60's focused attention on the 15-year-old leaver, and the kinds of educational opportunity that would best meet his needs.

Research has concentrated on the problem of finding out why, or in what circumstances, pupils reject educational opportunity. The earlier investigations emphasised the sociological concomitants of early leaving as a major set of determinants. Increasing attention was paid to pupil attitudes as these were seen as key links between the home environment and the opportunities of the school. This led in turn to an increasing concern with the range and quality of the curriculum. Schools Council Working Paper 27, *Cross'd with adversity*, for example, typifies this concern in relation to the socially disadvantaged pupil in the secondary school.

The studies reviewed and the reports cited are, without exception, based on the English experience. Evidence for Northern Ireland, other than in the form of trend statistics, which will be examined in the next section, is singularly lacking.[1]

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[1] An exception is the 1967 Report of a Northern Ireland Ministry of Education Working Party on *The Curriculum of Secondary (Intermediate) Schools*, which advised on the education of pupils in non-selective secondary schools.

1.2 TRENDS IN NORTHERN IRELAND

In Northern Ireland the 1947 Education Act provided for a school leaving age of 15. The Act also made provision for a leaving age of 16. This was to take effect by Order in Council as soon as the Ministry of Education was satisfied that a leaving age of 16 was practicable.

Ten years later, in the school year 1957-58, the raising of the leaving age to 15 was implemented. The raising of the leaving age to 16, at first intended for the school year 1970-71, was deferred until the school year 1972-73, in keeping with the rest of the United Kingdom.

As with its '44 counterpart in England and Wales, the '47 Education Act accepted the principle of secondary education for all. It differed in at least one important respect from the '44 Act in that it retained the practice of fee-paying in grammar schools, while making it the duty of grammar school managers to make available the required percentage of places for pupils having the prescribed qualifications.

From 1948 these prescribed qualifications were based on the results of a Qualifying Examination at eleven-plus. In 1952 the Review Examination was introduced for pupils who had just failed to qualify for selection as 'border-zone' candidates, for pupils designated as 'late developers', and for pupils not entered for the Qualifying Examination. From 1962 onwards the Qualifying Examination was replaced by the Selection Procedure, and the Review Examination was replaced by the Review Procedure. Both Procedures were designed to incorporate the principal or head teacher's estimate of the pupil.

Table 1.2.1 shows how 13-year-old pupils of secondary school age were placed by type of school at five-yearly intervals over the period 1951 to 1972.

Table 1.2.1: *Percentage enrolment of 13-year-olds by type of school*

School Year	Primary	Secondary	Technical	Grammar	Special Schools	All Schools
1951-52	60.1	9.9	6.0	23.6	0.5	100.0
1956-57	52.9	18.9	5.6	22.1	0.5	100.0
1961-62	17.8	55.3	3.8	22.4	0.7	100.0
1966-67	4.4	66.4	2.5	25.8	0.9	100.0
1971-72	0.1	72.5	0.0	26.6	0.9	100.0

In 1951-52 sixty per cent of 13-year-olds were enrolled in unreorganised primary schools, the equivalent of the all-age primary school in England. By 1971-72 the unreorganised primary school had all but disappeared. In 1951-52 only ten per cent of 13-year-olds were in secondary intermediate schools. By 1971-72 we find over seventy per cent of 13-year-olds enrolled in secondary intermediate schools. This twenty-year period also saw a gradual phasing-out of the technical intermediate school, and an overall increase in the grammar school enrolment.

Table 1.2.2[1] shows the percentages of all 14-year-olds enrolled by type of school over the same period. These percentages are based on the numbers of 13-year-olds enrolled in the previous school year. For example, in 1951-52 forty-three per cent of 13-year-olds enrolled in 1950-51 were staying on voluntarily as 14-year-olds. Roughly one-half of these stayers were then in grammar schools, and roughly one-quarter were then in unreorganised primary schools. In the school year 1956-57, which immediately preceded the raising of the leaving age to 15, the percentage of 14-year-olds staying on had risen to forty-seven per cent.

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[1] Tables 1.2.1, 1.2.2, 1.2.3, 1.2.4 and 1.2.5 in this section are based on information contained in Tables 2, 14, 22 and 28 in *Northern Ireland Education Statistics,* No. 15, Ministry of Education, Northern Ireland, Belfast: H.M.S.O., 1973.

Table 1.2.2: *Percentage of 14-year-olds in full-time education*

School Year	Primary	Secondary	Technical	Grammar	Special Schools	All Schools
1951-52	11.4	2.5	7.6	21.3	0.3	43.1
1956-57	12.3	6.4	8.4	19.6	0.4	47.0
1961-62	16.4	55.3	4.4	21.6	0.7	98.4
1966-67	4.7	65.6	2.7	25.1	0.8	98.8
1971-72	0.1	72.1	0.1	25.6	0.9	98.8

In Table 1.2.3 the percentages *within* each type of school are based on the numbers of 14-year-olds staying on in relation to the numbers of 13-year-olds enrolled in the previous school year. For example, in 1951-52 the number of 14-year-olds staying on voluntarily in the unreorganised primary school was nineteen per cent of the number of 13-year-olds enrolled in 1950-51.

Table 1.2.3: *Percentage of 14-year-olds staying on by type of school*

School Year	Primary	Secondary	Technical	Grammar	Special Schools	All Schools
1951-52	19.0	24.5	117.2	91.7	86.2	43.1
1956-57	22.2	38.3	126.3	92.3	86.1	47.0
1961-62	65.8	112.3	126.5	99.5	104.1	98.4
1966-67	66.8	103.3	96.1	97.0	93.8	98.8
1971-72	33.3	99.8	55.2	97.2	97.6	98.8

These percentages may be seen as indicative of the holding power of the schools, particularly in the pre-1957-58 years. Both early leaving and school transfer are factors in this situation. For instance, the percentages show that in the 50's and early 60's the technical intermediate schools were benefiting from pupils transferring in, particularly from the unreorganised primary school. In the 60's the secondary intermediate schools experienced a similar increase in numbers, as more schools and places became available. In 1961-62, with the leaving age now at 15, transfer has benefited all but the unreorganised primary school.

The percentages of 15-year-olds staying on overall and by type of school are shown in Table 1.2.4. These percentages are based on the numbers of 13-year-olds enrolled two years previously except for the year 1951-52, where the percentages are related to the numbers of 13-year-olds enrolled in the previous school year, 1950-51.

Table 1.2.4: *Percentage of 15-year-olds in full-time education*

School Year	Primary	Secondary	Technical	Grammar	Special Schools	All Schools
1951-52	1.2	0.7	5.2	17.1	0.2	24.4
1956-57	1.4	1.5	4.6	17.3	0.2	25.0
1961-62	1.9	10.1	3.1	18.3	0.6	33.8
1966-67	0.3	19.7	2.0	22.8	0.6	45.3
1971-72	0.0	36.9	0.1	24.8	0.7	62.6

Over the twenty-year period the numbers of 15-year-olds voluntarily staying on have increased from twenty-four to sixty-three per cent. In 1951-52 these pupils were almost all in technical intermediate and grammar schools. By 1971-72 they were almost all in secondary intermediate and grammar schools. In the interim the numbers of such pupils increased in secondary intermediate, grammar and special schools; whereas the numbers in unreorganised primary and technical schools declined. The increase is most marked in the secondary intermediate schools -

from less than one per cent of all 15-year-olds in 1951-52 to thirty-seven per cent in 1971-72.

In Table 1.2.5 the percentages *within* each type of school from 1956-57 onwards are based on the numbers of 15-year-olds staying on in relation to the numbers of 13-year-olds enrolled two years previously. The percentages for 1951-52 are related to the numbers of 13-year-olds enrolled one year previously, in 1950-51, the earliest year for which these figures are available.

Table 1.2.5: *Percentage of 15-year-olds staying on within type of school*

School Year	Primary	Secondary	Technical	Grammar	Special Schools	All Schools
1951-52	2.0	7.1	80.6	73.7	50.0	24.4
1956-57	2.5	10.6	58.4	77.2	38.1	25.0
1961-62	6.6	22.0	70.3	85.9	85.5	33.8
1966-67	3.2	31.6	77.7	89.5	82.3	45.3
1971-72	0.9	52.5	24.4	92.2	78.8	62.6

Not unexpectedly, the holding power of the unreorganised primary school over its 15-year-olds is slight over the twenty-year period. However, as the table indicates, some at least of these pupils will have transferred as 14-year-olds to technical and intermediate schools. The secondary intermediate and grammar schools both show a consistent increase in holding power over the period. The increase in the secondary schools is most marked - from seven per cent in 1951-52 to fifty-three per cent twenty years later.

Even in the grammar schools the increase in holding power is considerable. In the 50's the grammar schools were losing a quarter of their 13-year-olds by age 15. By 1971-72 the figure is down to eight per cent. This evidence is consistent with that from England where, as the *Early Leaving* report (1954) has shown, leaving from the grammar school was a source of considerable concern to educationists in the 50's. Unfortunately, there is a total lack of evidence of the Crowther, Robbins or Newsom kind which would help to clarify the sociological, psychological and economic pressures towards early leaving in Northern Ireland over this twenty year period. Such circumstantial evidence as we have is reflected in Tables 1.2.1 to 1.2.5.

In the 50's the then tripartite system of secondary intermediate, technical and grammar schools was incapable of providing places for all pupils of secondary school age. Over half of these pupils remained in the unreorganised primary school. By the late 60's and early 70's this situation had given place to a bipartite system of secondary intermediate and grammar schools, with a small minority of the former designated as comprehensives or bilaterals.

As a result, early leaving in the 50's, as in England, was almost exclusively a grammar school problem. In the unreorganised primary school, and indeed in the new secondary intermediates, there was little incentive for pupils to stay on beyond the statutory leaving age.

With the increase in secondary intermediate school places in the late 50's and early 60's there came also an extension of courses in many of these schools. These were largely with a view to preparing pupils for external examinations such as G.C.E., R.S.A., and, more recently, C.S.E. As a result of this we find (Table 1.2.4) that in the school year 1971-72 the number of 15-year-old pupils voluntarily staying on in the secondary intermediate school is half as large again as the number of 15-year-olds in grammar schools.

In Table 1.2.6 the percentages of 15- and 16-year-olds staying on voluntarily in school are shown for each school year of the period 1961-72. The percentages are presented for each of three national regions in the United Kingdom, the percentages for England and Wales being combined.

Table 1.2.6: *Percentages of pupils staying on at ages 15 and 16 in the United Kingdom by national regions, 1961-71.*

School Year	Northern Ireland[1] Age 15	Northern Ireland[1] Age 16	England and Wales[2] Age 15	England and Wales[2] Age 16	Scotland[3] Age 15	Scotland[3] Age 16
1961-62	33.8	19.0	42.2	22.8	32.7	19.1
1962-63	36.4	20.3	44.0	24.8	34.8	20.1
1963-64	37.3	21.3	41.2	24.9	41.4	22.0
1964-65	40.8	22.5	44.3	26.8	43.1	23.3
1965-66	41.9	24.6	47.1	28.6	45.1	24.7
1966-67	45.5	25.9	50.2	30.3	47.6	25.9
1967-68	57.5	29.2	53.6	32.6	51.4	28.8
1968-69	58.8	31.5	56.2	34.5	53.6	31.4
1969-70	58.9	33.0	57.7	35.5	55.2	33.0
1970-71	60.8	33.4	59.1	36.2	57.1	34.5
1971-72	62.9	35.0	60.6	37.5	59.6*	36.5*

*: *projected estimates*

The general trends towards increased staying on are remarkably similar for all three regions. In the early 60's higher percentages of 15-year-olds were staying on in England and Wales. By the late 60's the percentages are much closer. The closest parallels are for percentages of 16-year-old stayers in Northern Ireland and Scotland. For this age group the percentages for England and Wales are consistently higher throughout the period.

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[1] *Northern Ireland Education Statistics, No. 15.* Belfast: H.M.S.O. (1973)

[2] *Statistics of Education, Vol. 1: Schools, 1972.* London: H.M.S.O. (1973)

[3] *Scottish Education Statistics, 1971.* Edinburgh: H.M.S.O. (1972)

1.3 OBJECTIVES AND PROCEDURES

OBJECTIVES

In the school year 1972-73 the leaving age was raised to 16. The consequence of this decision was that those 15-year-olds who would otherwise have left and who constituted a high proportion of the fourth year pupils in certain schools were compulsorily retained for a further year of education.

Among teachers and educators in the Province there was concern that the opportunities afforded by this historic change in educational policy should be fully grasped. But educational innovation inevitably brings with it problems as well as opportunities. In very general terms the enquiry was directed towards investigating ways in which these opportunities could be exploited and the problems mitigated. More specific objectives will be detailed in each of the parts of the report. At this stage four broad aims can be stated, as follows:

1. To identify and measure resemblances and differences between leavers and stayers in their attitudes, interests, evaluation of school objectives, abilities and attainments, rated educational behaviour, parental attitudes and circumstances.
2. To examine the expressed opinions of teachers on RoSLA and to indicate the consequent changes in educational resources, curriculum and professional training regarded by teachers as necessary to cope with the challenge of the extra year.
3. To identify ways in which pupils, parents and teachers resemble and differ from each other in their perception of the aims of secondary education and in the typical leisure interests of adolescents.
4. To examine the problem of pupil 'wastage' and to identify features of school organisation which might be contributory to the capacity of the school to hold on to its pupils.

SAMPLING

The raising of the leaving age most directly affects the 15-year-olds themselves. It is for this reason that it was resolved at the outset to make the enquiry a mainly pupil-based study. In order to ensure broad representation throughout the Province it was decided to use a stratified probability sample in which each major type of secondary school and each L.E.A. was represented. Altogether 3317 pupils were randomly drawn from the 50 participating schools.

While pupils were to be our chief informants it was also necessary to gather evidence from the two other main parties affected by RoSLA: teachers and parents. To this end a ten per cent sub-sample of parents was selected and, with teachers, it was hoped to obtain returns from approximately 3 in every 25 teachers in the participating schools, estimated in total at somewhat over 500 teachers in all.

The details of the sampling design, together with target and achieved samples, are reported fully in Appendix A.

METHOD

At the planning stage of the enquiry a decision had to be reached as to whether individual interviewing of informants would be necessary or whether the vastly more economical self-completion questionnaire method could be employed. Since the parental group did not provide a 'captive' sample and since postal questionnaires would, in all likelihood, have resulted in a low rate of return, it was concluded that interviewing of parents would be unavoidable.

No serious problems were anticipated with the self-completion method with regard to the teachers in the sample. However, in the case of pupils, and particularly among weak readers, some difficulty might have been expected in coping with a detailed self-completion questionnaire, even when the statements were read aloud to them in groups of classroom size.

Accordingly a self-completion questionnaire was designed in which account was taken of linguistic and conceptual difficulties that might arise with the lower ability pupil. Preliminary try-outs revealed certain procedural difficulties and linguistic ambiguities but no serious management problems. The next step was to test the validity of a revised form of this self-completion questionnaire against a parallel individual interview using representative groups of pupils and including a due proportion of less able youngsters.

The results of the pilot study were reassuring. While interesting response differences between the methods emerged, we were able to conclude that, for our purposes, the two instruments were virtually interchangeable. Accordingly, it was decided to use the more economical group self-completion questionnaire in the main investigation.

As a further check upon the validity of the two techniques the methodological side of the enquiry was continued alongside the actual survey, using both structured and unstructured questionnaires and interviews. Results of these experimental studies are reported in some detail in Part 9 of the report.

PROGRAMME

The first year of the project, the school year 1970-71, was preparatory to the main enquiry. In addition to the experimental comparison of individual and group interviewing, schedules were prepared, piloted and revised. A test of reading comprehension was constructed and other tests were tried out. The main enquiry was designed and the samples of schools and pupils were selected.

The data collection stage of the enquiry was begun in September 1971. The programme of pupil testing required two visits to each school - first to administer the pupil questionnaires in the autumn term of 1971 and secondly to administer a battery of cognitive tests in the spring term of 1972. Testing of pupils had to be completed by Easter 1972 since a proportion of the sample was entitled to leave on that date.

Interviewing of parents also began in September 1971 and the methodological side of the enquiry was continued together with the distribution of teacher questionnaires. All was completed by Easter 1972. Despite the civic disturbances in the Province at the time the programme of pupil testing continued smoothly throughout the two sessions. On this account the strenuous efforts by heads and teachers to assist Research Unit staff in the face of disruption to timetables and accommodation difficulties is gratefully acknowledged.

Although an introductory letter had been sent to all parents through the agency of the school, there was some concern about the welcome that might be given to complete strangers calling at the door. Despite the persistance of Research Unit staff access to certain of the 'troubled' areas in Belfast, to conduct evening interviews with working parents, was not always possible. However, once contact was made the interviewer was almost invariably welcomed into the home (or in some instances place of work) with parents of every social class keen to talk about their youngsters' education. Only in a single instance was an interview refused - a quite exceptionally low refusal rate in survey research.

In September and October of 1972 all pupils who had participated in the main enquiry of 1971-72 were followed up through the schools. The follow up consisted of a simple check on whether the pupil had left full-time education, transferred to a technical college, or remained o...

1.4 CONTENT OF THE ENQUIRY

The information required for the survey was obtained by means of questionnaires and schedules. These were the pupil questionnaire, the teacher questionnaire, the parental questionnaire, the school schedule (completed by head teachers) and a pupil rating schedule (completed by those teachers most familiar with the pupils concerned).

THE PUPIL QUESTIONNAIRE

The enquiry set out to obtain information from pupils in three main areas: attitudes to education, pupil perception of the educational objectives of secondary schools, and pupil interests together with certain autobiographical details.

In the attitudes to education section of the questionnaire, pupils were first asked to evaluate their school subjects by stating how useful (or useless) and how interesting (or boring) they found them. Pupils were then asked to indicate those subjects they would like to improve at, and also how they might be helped to do better at them. Next in this section pupils responded to a 20-item attitude to school scale, and finally pupils were given the opportunity of indicating whether they had any particular grumbles about school. From the resulting data it was hoped to assess the extent of the possible differences in attitudes towards education between leavers and stayers and to measure the relationship (if any) that existed between such attitudes and decisions to continue or discontinue full-time education.

The evaluation of objectives of secondary education was made on a 22-item list containing such statements as *'School should help you find out what it is like at work....'* and

'Pupils should study poetry....'. From pupil responses to these statements, and from those of parents and teachers who replied to similar lists, it would then be possible to identify areas of agreement and areas of conflict among the various groups in their perceptions of the aims of secondary education.

The next section of the pupil questionnaire asked pupils to indicate the extent to which various adolescent interests were important (or not important) to them. The eleven interest items covered such topics as 'earning money', 'reading' and 'sports and games'. Seventeen items of an autobiographical nature followed. In addition to questions such as examinations to be taken, library membership and vocational aspiration a number of questions were included which were designed to assess the self-concepts of these pupils in relation to school success or failure. From the results of responses to these 17 items it was hoped to build up composite profiles of the interests and self-perceptions of the typical leaver and stayer. Parents and teachers were also asked to indicate how important they thought the eleven interests would be to their own youngsters or pupils. As with educational objectives it was intended to examine the degree of consensus among the various respondent groups.

Finally, pupils were asked directly to indicate from check-lists their reasons for wishing to leave at 15, transfer to a different type of full-time education, or remain at school for a further year or more.

THE TEACHER QUESTIONNAIRE

In addition to the questionnaire objectives and adolescent interests sections already referred to, the teacher questionnaire enquired into five other main areas. These were 'attitudes to RoSLA', changes in curriculum and method that might be needed to cope with the extra year, accommodation and equipment needs, additional training for teachers, and ways of encouraging greater interest by parents in the work of the school. Certain autobiographical details (such as subject and level taught, length of service and qualifications) were also requested.

From the responses to the questions on RoSLA the extent of the welcome or opposition to the extra year of education could be assessed and the problems and opportunities which teachers expected could be identified.

Within the curriculum and method section, teachers were asked to evaluate certain proposals that might help make secondary courses more relevant to the needs of the early leaver. Teachers also gave their views on the value and type of careers advice given by the Youth Employment Service and by the schools themselves. Additional questions relevant to curriculum and method changes were directed towards revealing teachers' attitudes to such topics as the value of work-experience for pupils, out-of-school visits and the proposal for a longer school day.

The topic of equipment and accommodation needs was dealt with by requesting teachers to indicate from check lists those items which they had found particularly useful in teaching the young school leaver and those which they considered were particularly lacking in their own schools. Teacher opinion was also sought on the value of home-visitors (who would liaise with the school) and as to who such a person should be.

Finally teachers were asked to state whether they saw value in certain proposals for further training and to indicate what kind of help would be most valuable to them.

THE PARENTAL QUESTIONNAIRE

Parental interviews began with a brief 'attitude to education' scale. Parents were also asked whether they approved (or not) of the proposal to lengthen the school day and what they thought the advantages or disadvantages of a longer day would be.

Parental assessment of their youngsters' education covered the following topics - progress at school, examinations (if any) to be taken, school subjects regarded by parents as most and least important, time spent on homework, the age at which it was thought right for the youngster to leave school and reasons why parents wanted the youngster to leave school or remain at school after attaining the statutory leaving age.

Parents were next asked whether or not they thought the advice given by the Youth Employment Officer was (or would be) helpful and whether they thought actual work-experience for pupils during their last year would be valuable or not.

Information on cultural, educational and economic factors in the home was obtained by a series of questions on parental reading habits, family size and structure, educational levels attained by parents and children, type of dwelling, and employment status of father and mother. Interviewers also rated the home on an index of 'material possessions' and an index of 'maternal efficiency'.

THE SCHOOL SCHEDULE

Information requested on the structural aspects of the school covered the following topics - school size (together with size of fifth and sixth forms), staff turnover and current vacancies, and number and training of careers teachers, counsellors and remedial teachers. The socio-economic structure of the school was estimated from information obtained on the number of free and reduced price meals taken, occupational level and percentage of parents unemployed.

The organisational side of the school was examined by requesting information on the ways in which school year groups and curriculum and examination groups were arranged. The school schedule also asked for information on the various groups which participated in the life of the school - staff meetings, prefect (or other pupil-participating) systems, parents' associations and school clubs and societies.

Two additional items of information were requested from heads - whether the school had a cumulative record card for all or most pupils, and kinds of facilities and equipment which the school had.

THE PUPIL RATING SCHEDULE

Information on each pupil had already been obtained directly from the pupil and indirectly from parents. In addition the pupil rating schedule requested some further information from class teachers. First, teachers were asked to describe the pupil's present class in terms of size, structure (streamed or not) and goal (examination, non-examination, mixed).

Next, pupils were to be assessed on examination potential (G.C.E., C.S.E., neither), school attendance (for the autumn term 1971), appearance (how frequently, if at all, the pupil had to be corrected for unsuitable dress in the autumn term) and behaviour (how frequently, if at all, the parent(s) had to be sent for in the autumn term).

Finally, the degree of parental support was assessed by having teachers rate the parent on two indices. The first of these was 'parental contact' (whether both, one or neither parent had visited the school to discuss the pupil's education). The second was 'parental interest' (the level of interest shown by the parents in the pupil's progress). Both these indices referred to the autumn term, 1971.

THE COGNITIVE TESTS

It was thought important at the planning stage of the enquiry to gain information on the respective abilities and achievements of 15-year-old leavers and stayers. Accordingly a battery of short tests of attainment and intelligence was incorporated into the survey.

The battery consisted of tests of reading, arithmetic, mathematics and verbal and non-verbal intelligence. The reading test was specially constructed by the Research Unit for the investigation. The other four tests were made available by the Department of Employment (London) and were part of a battery of tests being developed for use with school leavers by the Research Planning Division of the Department.

The tests were taken by groups of pupils in a single session in the Spring term. A detailed report of the tests together with results and findings will be found in Appendix B.

1.5 LEAVING-STAYING - INTENTIONAL AND ACTUAL

In September-October of 1972 follow up information was obtained from the schools for 3456 pupils, those who had taken part in the 1971-72 enquiry. The follow up information consisted simply of whether the pupil had left at 15, transferred to a technical college, or remained on. The pupils thus followed up included 3028 of the 3031 pupils who had been group-interviewed one year previously, in the autumn term of 1971. In the course of the group interview those pupils had reported their intention to leave at 15, transfer, or remain at school for at least a further year. This section is concerned with the extent of agreement between such reported intentions and the eventual behaviour of the 3028 pupils.

Intention and behaviour are compared for secondary school boys in Table 1.5.1, for secondary school girls in Table 1.5.2, for grammar school boys in Table 1.5.3 and for grammar school girls in Table 1.5.4. The data in the tables are presented as corresponding percentages for leaving, transferring and staying, intended and actual.

Table 1.5.1: *Intended and actual behaviour of 1085 secondary school boys*

	Actual leaving	Actual transfer	Actual staying	Totals (intended)
Intended leaving	39.5	1.7	4.0	45.2
Intended transfer	6.9	7.6	1.9	16.5
Intended staying	9.0	4.2	25.1	38.3
Totals (actual)	55.5	13.5	31.0	100.0

Table 1.5.2: *Intended and actual behaviour of 1212 secondary school girls*

	Actual leaving	Actual transfer	Actual staying	Totals (intended)
Intended leaving	29.2	1.8	2.6	33.6
Intended transfer	6.8	14.3	3.1	24.2
Intended staying	7.9	4.2	30.0	42.2
Totals (actual)	43.9	20.3	35.8	100.0

Table 1.5.3: *Intended and actual behaviour of 390 grammar school boys*

	Actual leaving	Actual transfer	Actual staying	Totals (intended)
Intended leaving	0.3	0.0	0.3	0.5
Intended transfer	0.3	1.0	1.0	2.3
Intended staying	2.1	3.1	92.1	97.2
Totals (actual)	2.6	4.1	93.3	100.0

Table 1.5.4: *Intended and actual behaviour of 340 grammar school girls*

	Actual leaving	Actual transfer	Actual staying	Totals (intended)
Intended leaving	0.3	0.0	0.0	0.3
Intended transfer	1.2	0.9	1.5	3.5
Intended staying	1.2	2.4	92.6	96.2
Totals (actual)	2.6	3.2	94.1	100.0

While the majority of secondary school pupils who expressed an intention to leave actually did so, many more left than had expressed such an intention. Thus, while intention to leave is a valid indication of actual leaving for those who express such an intention, the predictive validity of intention is less overall - perhaps because of an unwillingness on the part of some pupils to communicate such an intention, or because of other intervening circumstances.

Hardly any pupils in the grammar schools - two boys and one girl - expressed an intention to leave, with the result that intention to leave is a very poor predictor of actual behaviour. Indeed, the evidence suggests that the expectation of leaving at 15 is now almost totally foreign to the grammar school pupil, despite the fact that some three per cent of boys and girls actually left.

In both secondary and grammar schools more girls than boys stated an intention to transfer at 15. This sex difference in intention is confirmed in the secondary schools, from which some 20 per cent of girls transferred to technical colleges. In the grammar schools more boys transferred than girls, but the percentage difference is based on too few pupils - sixteen boys and eleven girls - to justify our concluding that the pattern of transfer differs in grammar schools.

Much more striking is the considerable sex-difference in the secondary schools, with 56 per cent of boys leaving as against 44 per cent of girls. This sex-difference is in keeping with the most recent available evidence,[1] which shows a trend in the late 60's in favour of more girls than boys staying on voluntarily at 15. The present evidence indicates that this sex-difference is almost entirely peculiar to the secondary schools.

In passing it is of interest to note that this sex-difference is a reversal of the trends in the early 60's. For example, in 1960 the overall leaving percentages at age 15 were 54 for boys and 62 for girls. By 1966 the percentages were similar, at 42 per cent. By 1970 the percentages were 39 for boys and 35 for girls.

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[1] Table II in *Northern Ireland Education Statistics*, No. 15. Belfast: H.M.S.O., 1973.

The sample percentages in Tables 1.5.1 to 1.5.4 were weighted in population proportion by sex of pupil and type of school to give population estimates for the sample age-group. These population estimates are presented as corresponding percentages for leaving, transfer and staying in Table 1.5.5.

Table 1.5.5: *Population estimates of intended and actual behaviour for all 15-year-olds*

	Actual leaving	Actual transfer	Actual staying	Totals (intended)
Intended leaving	25.6	1.3	2.5	29.4
Intended transfer	5.3	8.2	2.2	15.7
Intended staying	6.7	3 8	44.5	55.0
Totals (actual)	37.6	13.3	49.2	100.0

Some thirty-eight per cent of pupils left at 15. Those leavers are made up of some twenty-six per cent who expressed an intention to leave; some five per cent who intended to transfer, and some seven per cent who intended staying on. Conversely, the twenty-nine per cent of pupils who intended leaving are made up of some twenty-six per cent who actually left, over one per cent who actually transferred, and some two to three per cent who actually stayed on.

Of those who left at 15, sixty-eight per cent expressed an intention of doing so. Sixty-two per cent of those who transferred intended doing so, and ninety per cent of those who stayed on intended doing so. Conversely, of those who intended leaving eighty-seven per cent actually left. Of those intending to transfer fifty-two per cent transferred. Of those intending to stay eighty-one per cent stayed on.

Sixty-two and a half per cent of pupils, including those who transferred, stayed on in full-time education in 1972-73. This population estimate, based on the enquiry samples, is remarkably close to the sixty-three per cent of pupils reported as staying on beyond 15 in 1971-72 (Table 1.2.6).

PART 2: ATTITUDES TO EDUCATION

Pupil attitudes towards their education are made up of a number of elements. Thus they have attitudes towards the subjects they take, towards school organisation and discipline, towards their teachers and fellow pupils and towards school life in general. To what extent are these expressions of like and dislike towards the various elements of their education related to decisions to remain at school or to leave at the first opportunity? In Section 2.1 pupil attitudes are analysed by whether the pupil left at the minimum leaving age, transferred to another type of full-time education or returned to school for at least an extra year of education.

Parental support for the work of the school is made known by their expressed satisfaction or otherwise with such matters as the standard of work demanded by the school, the subjects taught, the facilities of the school and school discipline. Particularly their own attitudes towards RoSLA will influence, to some extent at least, decisions by their youngsters to persist with or drop out of full-time education on reaching the statutory leaving-age. These various aspects of parental attitudes are examined in Section 2.2 on the basis of school type, sex of pupil and the leaving-staying decisions of the youngster.

The main burden of implementing the additional year of education falls upon teachers. For this reason teachers' attitudes to RoSLA and to changes in the schools that may be necessitated by it are examined in some detail in Section 2.3 alongside such teacher characteristics as experience, training and degree of responsibility in the school.

2.1 ATTITUDES OF PUPILS

ATTITUDES TOWARDS SCHOOL SUBJECTS

In the group interview the pupils were asked to rate the subjects they were taking on four point scales along the two dimensions of usefulness and interest. Their responses are presented separately for boys and girls and secondary and grammar pupils. Within these four groups results are further analysed by whether pupils actually left school, transferred to technical education or returned to their schools for a further year (at least) after reaching the minimum leaving-age.

Not surprisingly subjects regarded by pupils as useful (or very useful) were also generally rated as interesting (or very interesting). Among all four pupil groups the usefulness of English and mathematics was very widely recognised. Liking for these two subjects, however, was not nearly so strongly expressed. This was more particularly evident with mathematics than with English.

Among secondary pupils practical-vocational subjects were also highly valued, especially woodwork and metalwork with boys and cookery and commerce (including typing) with the girls. Grammar school pupils, particularly boys, tended to place a high value on geography and science subjects. It is particularly interesting to note the very high regard in which needlework and cookery were held by the grammar school girls taking these subjects. Girls in both types of school were more likely than boys to rate languages as useful and interesting. About half the secondary boys and two-thirds of the grammar boys rated languages as uninteresting or not at all interesting.

Music was the subject least well regarded by pupils and this was especially evident among boys in both types of school, a majority of whom found the subject neither useful nor interesting. Religious education tended to be favoured more often by secondary than grammar pupils, although even among the latter more pupils thought it useful and interesting than useless or boring.

On this evidence, pupils in both types of schools tended to find the majority of their subjects both valuable and interesting. Were there differences, nevertheless, in these respects among leavers, transferrers and stayers? Responses by these three groups of pupils are presented in Tables C2.1.1-C2.1.4.

Firstly the grammar school pupils. So far as the grammar boys were concerned there were no differences among leavers, transferrers or stayers on either the usefulness or interest dimension on any of their school subjects. With the grammar girls the only differences of note were in languages and mathematics. In the language subjects stayers were more likely than transferrers or leavers to see the usefulness of the subject, while in mathematics transferrers tended to find the subject less interesting than did either leavers or stayers.

Within the secondary sample, in contrast to the grammar pupils, a large proportion of the comparisons among leavers, transferrers and stayers resulted in statistically significant differences. In all subjects on which differences arose (with the single exception of physical education when rated on the useful dimension) leavers were less likely than stayers to find their subjects useful or very useful, interesting or very interesting. In general transferrers took up an intermediate position between leavers and stayers on both dimensions.

Among secondary boys, English, mathematics, geography and history were rated as both useful and interesting by higher proportions of stayers than leavers with transferrers intermediate. The same order held for the science subjects on the interest dimension. Regarding the usefulness of science, however, it was the transferrers who were least approving, followed by the leavers and then the stayers.

Other differences which emerged among the secondary boys were in languages and art. With languages, stayers were again most likely to rate the subject highly on both usefulness and interest, but with leavers next and transferrers last. Art followed the more typical pattern on the interest dimension with the stayers recording the highest percentage of favourable responses followed by transferrers and then leavers.

The three groups of secondary girls also differed among themselves on many of their subjects. Stayers more often than transferrers and the latter more often than leavers found English, languages, geography and art to be useful subjects. With mathematics and history, however, transferrers were more likely than stayers and even more likely than leavers to regard these subjects as being useful. Languages and art were more often found interesting by the stayers than by leavers, with transferrers coming in between. Transferrers and leavers did not differ significantly in finding geography and music less interesting than did stayers, but stayers and transferrers were equally more likely than leavers to consider English an interesting subject.

It is worth recording, at this point, that no differences of any marked degree arose among secondary leavers, transferrers or stayers on the practical-vocational subjects. However, it is also worth noting that both boy and girl leavers in secondary schools tended to place such subjects high on their list of useful subjects. Thus secondary boy leavers thought that woodwork was even more important than English and metalwork more important than mathematics, while secondary girl leavers placed cookery and commerce (including typing) above mathematics and only after English in importance. Secondary stayers and transferrers, on the other hand, while rating practical-vocational subjects as highly or almost as highly as did leavers, tended to rate academic subjects even more highly than they did the practical-vocational ones.

WHY SUBJECTS WERE FOUND BORING

Pupils who had stated that they found some of their subjects uninteresting were next asked to indicate from a five item check-list what it was about these subjects that made them boring (Tables 2.1.1 and 2.1.2).

Table 2.1.1: Reasons for Finding Subjects Boring. *Percentages of secondary pupils stating why they found subjects boring by sex and leaving (L), transferring (T) or staying (S)*

	Boys				Girls			
	L	T	S	All	L	T	S	All
Don't understand it, not good at it	56	55	53	55	63	55	63	61
Same thing all the time	57	45	44	51	61	58	45	55
Don't get on with teacher	31	27	22	28	25	19	15	20
Old fashioned, about the past	21	21	13	18	24	20	12	19
It's useless	43	37	32	39	38	33	25	32

Base: All secondary pupils who found certain subjects boring

Inability to understand the subject and monotonous teaching methods were the two reasons most often mentioned by all types of pupils as contributing to loss of interest. The next most common reason, for finding a subject boring was its 'uselessness'. This was followed by inability to 'get on with' the teacher and finding a subject 'old-fashioned'.

Within the grammar schools, leavers, transferrers and stayers did not differ very markedly among themselves on any of the five reasons. Among secondary pupils, however, there was a general tendency for higher percentages of leavers than transferrers or stayers to check each of the five items. This trend was even more noticeable among secondary girls than boys.

Table 2.1.2: Reasons for Finding Subjects Boring. *Percentages of grammar pupils stating why they found subjects boring by sex and leaving (L), transferring (T) or staying (S)*

	Boys				Girls			
	L	T	S	All	L	T	S	All
Don't understand it, not good at it	40	44	47	47	67	55	48	49
Same thing all the time	50	69	50	50	67	46	46	46
Don't get on with teacher	20	25	22	22	22	9	11	11
Old fashioned, about the past	20	38	18	19	33	-	12	12
It's useless	60	31	33	34	33	18	23	23

Base: All grammar pupils who found certain subjects boring

SUBJECTS PUPILS WANTED TO BE BETTER AT

As well as registering approval or disapproval of subjects from the point of view of usefulness and interest, pupils were also asked to indicate those subjects they would like to be better at (Tables C2.1.5 and C2.1.6).

In general, within secondary schools, stayers and to a lesser extent transferrers more frequently than leavers tended to indicate subjects they wished to be better at. This was even more evident with the academic than with practical-vocational subjects. Boy secondary leavers and transferrers, in fact, more often than stayers claimed that they would like to improve at woodwork and leavers more often than either transferrers or stayers wished they were doing better at metalwork. In commercial subjects girl leavers and transferrers and boy leavers were more likely than other types of secondary pupils to want to improve their standards.

Among grammar pupils the subjects in which improvement was most often desired were English, mathematics, science and languages. Differences among grammar school leavers, transferrers and stayers were neither very striking nor regular.

WHAT COULD BE DONE TO HELP PUPILS IMPROVE

It has been shown that large proportions of these pupils, in both types of schools, expressed a wish to do better at their subjects. In order to discover how they might be helped, a four item list of possible ways of helping was presented to pupils for agreement or disagreement.

Sixty per cent or more of the youngsters thought that a greater use of visual aids together with 'better explanations' and more careful revision would help them to improve their work. Activity methods, in contrast to passive reception-learning, were also favoured by sizeable proportions of pupils and especially by secondary boys. Almost forty per cent of secondary and around thirty per cent of grammar pupils also agreed that there was a need for more time to be spent on certain subjects.

Table 2.1.3: How Pupils Might be Helped. *Percentages of secondary pupils stating certain ways they could be helped to do better by sex and leaving (L), transferring (T) or staying (S)*

	Boys			Girls		
	L	T	S	L	T	S
Teachers should give better explanations, go over things more	65	62	63	73	66	64
Should be more lessons, time spent on it	37	37	40	40	42	36
Should be allowed to do things, not just listen	62	59	57	57	55	43
Should be more help from films, T.V., radio	78	77	72	71	73	64

Base: All secondary pupils wanting to do better at certain subjects

Table 2.1.4: How Pupils Might be Helped. *Percentages of grammar pupils stating certain ways they could be helped to do better by sex and leaving (L), transferring (T) or staying (S)*

	Boys			Girls		
	L	T	S	L	T	S
Teacher should give better explanations, go over things more	60	69	66	78	64	59
Should be more lessons, time spent on it	30	38	31	22	18	28
Should be allowed to do things, not just listen	70	69	44	89	46	45
Should be more help from films, T.V., radio	60	88	65	89	91	60

Base: All grammar pupils wanting to do better at certain subjects

When this latter proposal is considered in conjunction with pupils' strongly expressed dislike of monotonous teaching, it is clear that teachers, particularly in secondary schools, face a difficulty in combining the thorough teaching and revision demanded by pupils with teaching techniques that would help avoid the tedium of repetition.

No differences of any great significance were found among leavers, transferrers or stayers with the exception of the secondary girls who differed on two items. Rather more leavers and transferrers than stayers in their groups demanded active involvement by themselves in the learning process, and rather more leavers than transferrers or stayers would have liked their teachers to give 'better explanations' and to 'go over things' more.

ATTITUDES TOWARDS SCHOOL

Pupil attitudes towards school were sampled using twenty attitude statements to which pupils responded on four-step scales ranging from 'strongly agree' to 'strongly disagree'. Responses to the attitude scale are reported separately for secondary and grammar pupils in Tables C2.1.7 and C2.1.8.

Among secondary pupils, on each of the twenty statements, leavers took up a less favourable attitude towards school than did stayers. Transferrers were generally intermediate. A similar trend appeared among grammar pupils although with these pupils differences were not nearly so large or so frequent.

It is clear from these responses that leavers (particularly in secondary schools) were markedly less enthusiastic than stayers about school, had less regard for their teachers and the work of the school, preferred the prospect of being out at work to being a pupil and tended to believe their friends and parents thought similarly.

The relationship between pupil attitudes and early leaving will be returned to in Section 7.1. However, since attitudes to RoSLA and to lengthening the school day were also obtained from parents and teachers, it is convenient at this stage to detail pupil responses to these two aspects of their education.

Table 2.1.5: RoSLA. *Percentages of pupils agreeing or agreeing strongly that 'People should stay on at school after 15 even if they are not taking examinations'*

	Secondary						Grammar					
	Boys			Girls			Boys			Girls		
	L	T	S	L	T	S	L	T	S	L	T	S
Agree strongly	4	8	10	5	7	8	0	19	12	11	18	8
Agree	9	26	20	14	31	36	20	6	28	0	9	34

Table 2.1.5 shows the clear differences between leavers and

stayers in their approval of RoSLA. All of these differences, with the exception of that of the grammar boys, are statistically highly significant.

Transferrers take up an intermediate position between leavers and stayers in their approach of the extension of compulsory education, with the exception of the secondary boys' group in which the transferrers are even more strongly in favour of RoSLA than are the stayers.

Among the leavers in both types of school, grammar girls and secondary boys appeared to be least enthusiastic about RoSLA, while among the stayers secondary girls were somewhat more likely and secondary boys markedly less likely than other groups to agree or agree strongly with the extra year.

From Tables C2.1.7 and C2.1.8 it appears that, overall, a minority (although, with the exception of secondary boys, a fairly substantial one) of pupils agreed or agreed strongly with RoSLA. Thus twenty-one per cent of all secondary boys, thirty-one per cent of all secondary girls, thirty-nine per cent of all grammar boys and forty-two per cent of all grammar girls supported the proposal.

In 1963 the Newsom report drew attention to the difficulties facing secondary pupils from poorer homes in completing homework and pursuing hobbies and personal interests. The report went on to suggest that a possible remedy might be to lengthen the school day. Table 2.1.6 shows the responses of pupils to this proposal.

Transferrers and stayers adopt a more favourable attitude to the proposal than do leavers, although this difference reaches statistically significant proportions only for the two secondary groups. Secondary boy leavers are least enthusiastic about the suggestion with only one in every five giving moderate or strong approval. In contrast almost every other girl stayer in grammar schools agreed or agreed strongly with the proposal. When leavers, transferrers and stayers are combined it is found

(Tables C2.1.7 and C2.1.8) that twenty-eight per cent of secondary boys, thirty-four per cent of secondary girls, forty-eight per cent of grammar boys and forty-seven per cent of grammar girls recorded strong or moderate agreement with the suggestion.

Table 2.1.6: Longer Day. *Percentages of pupils agreeing or agreeing strongly that 'It would be a good idea to stay at school longer each day so that there would be time in the school day for hobbies or homework'*

	Secondary						Grammar					
	Boys			Girls			Boys			Girls		
	L	T	S	L	T	S	L	T	S	L	T	S
Agree strongly	5	4	8	6	12	10	10	19	17	0	9	13
Agree	15	33	28	20	26	29	20	25	31	33	46	35

Within the attitude section of the pupil questionnaire two additional aspects were examined. These were specific grumbles which pupils might have about school and pupil preferences regarding the sex and age of teachers. Responses to these two topics are reported in Tables C2.1.9-C2.1.12.

The list of grumbles presented to pupils for checking were: *dislike of school rules, uniform, prefects and streaming.* The most irksome of these four aspects of school appeared to be the existence of *too many silly little rules.* Nearly two-thirds of secondary boys and well over half of the secondary girls and grammar boys also disliked school uniform. Over half of the secondary boys also objected to both streaming by ability and to school uniform. These two complaints were also checked by around forty to fifty per cent of secondary girls and grammar boys. Overall secondary boys were the most likely and the grammar girls least likely to be irritated by these four aspects of school life. Leavers, transferrers and stayers in grammar schools did not differ significantly on any of the four grumbles. However, secondary leavers, in every case, were more likely to complain than were stayers. Secondary transferrers most often fell between the two in the frequency of complaining.

A majority of pupils, particularly girls, indicated that they had no clear preferences regarding the sex of their teachers. Among those who did make a choice, men teachers were more often preferred by grammar boys and by both grammar and secondary girls. Secondary boys who made a choice, however, clearly preferred female teachers and this was especially evident in the case of the leavers.

Younger teachers were preferred by a very large majority of both boys and girls in both types of school. Only 5 per cent or less of girls and 12 per cent or less of boys agreed that they preferred 'older' teachers. There were no very marked differences among leavers, transferrers or stayers with the exception of the secondary girl stayers, who were more likely than leavers or transferrers to indicate either that the age of their teachers did not matter or that they preferred older teachers.

REASONS FOR LEAVING, TRANSFERRING OR STAYING

At the very end of their questionnaire the pupils were asked directly for their reasons for wanting to leave, transfer or remain on reaching the statutory leaving age. Leavers were asked to check any or all of six possible reasons while transferrers and stayers selected from a list of seven reasons. The pupils were also asked to indicate which of all the reasons they had checked was the single most important to them in deciding to leave, transfer or remain. Percentage responses to these lists are presented in Tables C2.1.13-C2.1.15.

REASONS FOR WANTING TO LEAVE

Over 90 per cent of all secondary leavers agreed that earning one's own money was a reason for leaving and around two-thirds thought that the greater maturity enjoyed at work was a factor. Over half of the secondary pupils also said that dislike of school influenced their decision to leave. Having friends already working, the lack of parental encouragement to stay on and school being regarded as of no further use were further reasons checked by between approximately one-third and one-half of the secondary leavers. Relatively few (14 per cent of boys and 10 per cent of girls) in secondary schools attributed decisions to leave to lack of encouragement by their teachers.

Of the seven listed reasons, that which the majority of pupils placed first in importance was the chance to be earning money (just over 58 per cent of both boys and girls). 16 per cent of boys and 13 per cent of the girls in secondary schools gave dislike of school as the most influential factor while 11 per cent of both boys and girls claimed that the greater maturity of being at work was the chief attraction in leaving school. With the exception of lack of encouragement by parents (9 per cent of girls) none of the other seven reasons was placed first by significant percentages of secondary leavers.

In the case of the few grammar school pupils the wish to be earning money and lack of encouragement by parents were the only two reasons advanced for wanting to leave.

REASONS FOR WANTING TO TRANSFER

Among secondary pupils the two most frequent reasons for wanting to transfer were the lack of suitable courses in their present school (eighty-four per cent of boys and eighty-six per cent of girls) and the encouragement of parents (eighty per cent of boys and seventy-six per cent of girls). Peer-group influences (friends transferring) were also mentioned by over 40 per cent of both boys and girls, while 40 per cent of boys and 29 per cent of girls thought that further education courses would be more grown-up. Around one quarter of the secondary pupils also claimed that they were influenced to transfer by dislike of their present school. In contrast, 18 per cent of the boys and 12 per cent of the girls said they were influenced by the encouragement of their teachers.

Of the six possible reasons for transferring secondary girls (70 per cent) and to a lesser extent secondary boys (59 per cent) placed most emphasis on the opportunity to follow courses in further education which were not available at their present schools. Twenty-nine per cent of boys and 20 per cent of girls in secondary schools gave parental encouragement to transfer as their first reason. None of the other reasons attracted many first preferences.

Among the relatively small group of grammar school transferrers the most frequent and most important reason given was the lack of suitable courses in their present schools.

REASONS FOR WANTING TO STAY ON

Among boys and girls in both types of school the most often given reason for wanting to remain at school was the desire to obtain qualifications (90 per cent or more of all stayers). In addition 82 per cent of boys in both grammar and secondary schools, 88 per cent of girls in grammar and 77 per cent of girls in secondary schools agreed that parental wishes were a factor. Grammar school boys (54 per cent) more often than secondary boys (37 per cent) considered that they were not yet old enough to be out working. Secondary and grammar girls were roughly equal and intermediate in this respect. Rather smaller proportions of stayers selected the remaining three reasons but secondary pupils were somewhat more likely than grammar pupils to consider that peer-group influences, teacher encouragement and liking for school were factors influencing decisions to stay on at school.

On considering which of all the reasons they had selected was the most important, the vast majority (well over 80 per cent of stayers placed the need to obtain qualifications at the top of the list. Only a minority of the stayers (from eight to 10 per cent) claimed parental encouragement as their primary reason for deciding to stay on. Insignificant percentages of stayers gave first priority to any of the other four reasons for staying.

SUMMARY REVIEW

In their attitudes towards school we have seen that leavers, particularly those in secondary schools, were generally less enthusiastic than were stayers. Transferrers frequently took up an intermediate position.

On the question of RoSLA and of lengthening the school day, it was shown that a majority of pupils were against both proposals. It was noted, however, that while the majorities against were fairly large in the case of leavers, they were far from substantial in the case of stayers and transferrers.

Among secondary pupils, the leavers more often tended to be irritated by certain aspects of school life such as school rules or school uniform. With regard to age of teacher, there was a very clear preference among all four groups of pupils for young rather than older teachers. The majority, however, did not appear to mind whether their teachers were men or women, although those who did choose more often preferred male teachers. Secondary boys (especially leavers) were, however, an exception in that they were more likely to want to be taught by women rather than men teachers.

The majority of school subjects were rated as both useful and interesting although the leavers in secondary schools tended to display rather less approval particularly with regard to the more academic subjects. While secondary leavers tended to be no more enthusiastic than transferrers or stayers about practical-vocational subjects, they nevertheless were rather more likely to put these subjects nearer the top of their subject preferences.

It was also noted that leavers and to a certain extent transferrers were more likely to want to improve their standards in practical-vocational subjects and that stayers were more likely to want to do better at academic subjects. Among all four groups there was strong support for the greater use of visual aids and for more intensive teaching. Secondary boys, in particular, also thought they could be helped by being allowed to participate more actively in the learning situation.

Finally we have seen that, according to the leavers themselves, their main reason for leaving was the chance to earn money. Intending transferrers were most concerned about the opportunity to follow vocational type courses and the stayers with the need to obtain academic qualifications of some kind.

2.2 ATTITUDES OF PARENTS

Parents' attitudes towards secondary education were sampled by asking parents to respond to six statements about the work, facilities and atmosphere in the schools. Table 2.2.1 records the parents' responses. Parents of secondary pupils are classified according to whether their young folk left, transferred to technical education or remained in secondary education beyond the leaving age. Since very few grammar parents had children who left or transferred, their responses are reported overall.

Table 2.2.1: Parental Attitudes. *Percentages of secondary and grammar parents responding in various ways to six attitude statements*

		Secondary			Grammar
		L	T	S	All
Nowadays pupils' needs are cared for:					
	Better	97	95	94	95
	Worse	0	3	2	0
	Same/don't know	3	3	5	4
Nowadays the work in school is of:					
	Higher standard	80	82	85	85
	Lower standard	12	18	14	6
	Same/don't know	8	0	2	10
Nowadays school is:					
	More interesting	91	95	98	98
	Less interesting	8	3	0	0
	Same/don't know	2	3	3	3
Nowadays pupils and teachers get on:					
	Better	72	92	93	80
	Worse	14	3	5	1
	Same/don't know	14	5	1	18

Table 2.2.1 cont'd.

		Secondary			Grammar
		L	T	S	All
Attention given to basic subjects is:					
	Enough	55	70	48	56
	Not enough	34	28	47	38
	Same/don't know	11	3	5	7
Nowadays discipline in schools is:					
	Better	28	23	41	21
	Worse	54	41	32	46
	Same/don't know	19	36	27	33

Base: All secondary and grammar parents

In the opinion of the great majority of parents, both secondary and grammar, schools had changed for the better since their days in providing facilities such as libraries and medical care, in attaining higher standards of work, and in making schoolwork interesting to pupils. Over 90 per cent of parents of secondary stayers and transferrers also thought that pupils and teachers got on together better than was the case in their days at school. Parents of secondary leavers, while mostly agreeing were, as a group, rather less convinced of this. A majority of grammar parents, although not as overwhelming as in the case of parents of secondary stayers and transferrers, also considered that pupil-teacher relationships were happier nowadays.

Parents, however, were far less satisfied with two other aspects of secondary education: the attention given to basic subjects and discipline in schools. Fewer than half of the parents of secondary stayers and just over half of parents of secondary leavers and parents of grammar pupils thought that the schools were giving enough attention to subjects like reading, writing, spelling and arithmetic. Only in the case of parents of secondary transferrers was there a clear majority (70 per cent) considering that the schools were doing a satisfactory job in this respect.

Judging by the rather high percentages of responses in the 'same' or 'don't know' categories, school discipline was a topic about which many parents felt rather uncertain. Nevertheless just over half of the parents of secondary leavers and just under half of all grammar parents thought that pupil behaviour had worsened since their days at school. Around one-third of the parents of secondary leavers and two-fifths of those of secondary transferrers also agreed with this view.

ATTITUDES TOWARDS SCHOOL SUBJECTS

As with the pupils, opinions on the importance of school subjects were also sought from parents. In the case of parents, however, it was considered that the evaluation of the full list of school subjects would have put too much of a strain on parents' knowledge of the school curriculum. Consequently, parents were simply asked to say which one subject, other than English or mathematics, they regarded as most important, and which one subject they regarded as not important, for the young person to be learning (Table 2.2.2). Even so, parents were relatively unwilling to single out any one subject as being important above others and even less willing to denote a particular subject as being unimportant. Parents of secondary stayers, however, were rather less reluctant than those of leavers or transferrers to nominate a subject as particularly important (other than English or mathematics) for young persons to be learning.

Of the five subject groups (languages, science, general, practical and arts) secondary parents, in particular those of early leavers, most often regarded practical subjects as being most important. Grammar parents' choices were rather more evenly distributed across the first four groups. Like the secondary parents they infrequently chose the arts as most important, but unlike the secondary parents they were also rather less inclined to rate practical subjects highly (in particular for boys)

Table 2.2.2: School Subjects. *Percentages of parents reporting that certain subjects were (i) Most important and (ii) Not important*

	Secondary			Grammar
	L	T	S	All
(i) Most important subjects:				
Languages	5	13	7	21
Sciences	4	0	17	15
General Studies	9	5	12	19
Practical Subjects	41	31	32	13
Arts	9	5	9	4
All important/don't know	33	44	24	28
(ii) Unimportant subjects:				
Languages	10	18	7	26
Sciences	4	0	3	4
General Studies	3	8	10	4
Practical Subjects	1	0	3	0
Arts	12	8	12	7
None unimportant/don't know	70	67	64	58

Base: All secondary and grammar parents

Of those parents who were willing to designate a subject as unimportant, secondary parents most often specified arts or crafts and grammar parents classical languages.

PUPIL PROGRESS AT SCHOOL

The majority of parents, when asked, said that they were happy with the progress of their young folk at school. Grammar parents, however, less often than parents of secondary pupils said they were unhappy about the young person's academic progress.

Among secondary parents, those of girls were markedly less likely than parents of boys to say that they were worried about their young folk's progress.

Table 2.2.3: Pupil Progress. *Percentages of secondary and grammar parents stating various opinions on the young person's academic progress*

	Secondary			Grammar
	L	T	S	All
Worried about progress	29	23	17	8
Happy with progress	59	67	75	85
Neither worried nor happy	12	10	9	7

Base: All secondary and grammar parents

PARENTAL ATTITUDES TO THE SCHOOL LEAVING AGE

Parental opinion about RoSLA was obtained indirectly by first asking parents to state what age (from 14 to 17+) they thought was best for the young person to leave school. Parents were then asked to give their reasons for approving of leaving at the minimum age or for staying on at school. Within this context, parents were also asked about their attitude towards the taking of examinations and finally they were requested to rank in order of importance four possible sources of influence (the young person himself, his parents, teachers or friends) on the young person's decision to leave or remain at school.

Table 2.2.4 compares the views of parents with different preferences for the 'best' age for young people to leave school with the actual behaviour of their young people.

Table 2.2.4: Parents' Views on RoSLA. *Percentages of parents preferring certain leaving ages by young persons' actual leaving behaviour*

		Leavers	Secondary Transferrers	Stayers	Grammar All
Leaving	17 or over	15	69	61	96
age	16	28	23	34	3
preferred	15	56	8	5	1
by parent:	14	1	0	0	0

Base: All secondary and grammar parents

From Table 2.2.4 the relationship between parental preferences and pupil behaviour is clearly seen. Thus young people who actually stayed on in full-time education beyond the statutory leaving age were much more likely to have parents who thought 17 or later was the best age. In contrast, only a small minority of the pupils who actually left at 15 had parents who preferred them to stay till 17 or longer. Similarly, parents who regarded 15 (or earlier) as the proper age for leaving were much more likely to have young people who left at this age than who remained in full-time education beyond it. Overall two-thirds of the secondary parents considered age 16 or above to be the right age for their young persons to be leaving. Of the grammar parents, only one thought that 15 was the best age for the young person to leave.

Among parents of secondary pupils who regarded 15 (or earlier) as the appropriate leaving age, over 90 per cent said they considered it pointless for those not interested in school to remain beyond the minimum age. A fifth or more of these parents also said that they could not afford the expense of extended education and the young person would be better out earning.

The most frequent reason advanced by both secondary and grammar parents for wanting their young people to stay on at school was that the educational qualifications gained would benefit the pupil in finding a good job (over 90 per cent of all parents who wanted the young person to stay on). Over a third of these parents also thought that 15 was too young to be going out to work or to have made up one's mind about a career. Another point occasionally mentioned by secondary parents was the lack of suitable employment in the area. Very few parents (3 per cent of secondary and 6 per cent of grammar) mentioned reasons that could be attributed to wanting education for its own sake. Once again, the instrumental approach of parents to education is demonstrated.

Regarding which of the four possible sources of influences contributed most to pupils' decisions to remain in full-time education, nearly two thirds of the parents said it was mostly the young person's own decision and one third attributed most importance to parental influence. The influence of the school or the young person's friends was not considered to be of prime importance.

PARENTAL VIEWS ON THE TAKING OF EXAMINATIONS

The percentages of parents (Table 2.2.5) in the various groups expecting that their young people would be taking public examinations are rather similar to the expectations found for the full pupil sample (Tables C3.3.1 and C3.3.2).

Table 2.2.5: Taking Examinations. *Percentages of parents stating whether their young people would be taking examinations*

	Secondary Leavers	 Transferrers	 Stayers	Grammar All
Taking examinations	30	92	95	99
Not taking examinations	55	3	5	1
Don't know	16	5	0	0

Base: All secondary and grammar parents

Among parents of secondary pupils who actually left fewer than one third anticipated that their young people would be taking an examination before finally leaving. In contrast over 90 per cent of parents of secondary transferrers and stayers expected that their young folk would be taking a public examination of some sort. Parents of secondary pupils also differed among themselves in that parents of leavers were rather more likely than the other two groups to be uncertain about the question of their young folk taking examinations.

Of those secondary parents who did not expect their young folk to be taking examinations, somewhat over half would, in fact, have liked them to have gained a qualification before finally leaving. The single parent of a grammar school pupil who left at 15 would also have liked him to have sat for an examination.

Table 2.2.6: Wanting Examinations. *Percentages of parents stating that they would like their young people to take examinations*

	Secondary	Grammar
Wanting examinations	58	100
Not wanting examinations	26	0
Don't know	16	0

Base: All secondary and grammar parents whose young people were not taking examinations

Comparing the responses of pupils who were not intending to take examinations (Table C3.2.1) with those of parents with young people not taking examinations, it appears that parents were much keener on these young folk gaining a qualification than were the young people themselves.

LENGTHENING THE SCHOOL DAY

The majority of parents of pupils in both types of school did not approve of the suggestion that the school day should be made longer to allow time for homework and hobbies. From Table 2.2.7, it can be seen that rather less than 40 per cent of secondary and only 25 per cent of grammar parents endorsed the proposal. Parents of secondary leavers, transferrers and stayers did not differ significantly among themselves in this respect.

Table 2.2.7: Longer Day. *Percentages of parents responding in certain ways to the proposal to extend the school day*

		Secondary		Grammar
	Leavers	Transferrers	Stayers	All
Agree strongly	10	8	9	10
Agree	28	23	27	15

Base: All secondary and grammar parents

Parents who objected to the proposal did so mainly on the grounds that the day was already long enough for pupils. Around one quarter or more of parents also said they would worry about young people coming home late, especially in the dark evenings. A number of parents also pointed out that their young people already took a considerable time to get to school because of the distance from home. If pupils were delayed in school, especially to the start of the rush hour, they would be getting home very late indeed. Parents also occasionally mentioned the need to have children back at home to help with jobs around the house or farm.

Table 2.2.8: Disadvantages of a Longer Day. *Percentages of parents mentioning various disadvantages of a longer school day*

		Secondary		Grammar
	Leavers	Transferrers	Stayers	All
Day long enough	89	85	100	84
Late homecoming	27	33	24	27
Distance from school	18	11	3	4
Domestic duties	3	7	16	2

Base: All secondary and grammar parents disapproving of a longer school day

Those parents who favoured the proposal to extend the school day mostly approved of the opportunity for pupils to complete homeworks in quiet surroundings under the supervision of teachers. Parents of secondary transferrers were most likely, and those of secondary leavers least likely, to emphasise this advantage.

Around half of all parents who approved of a longer day at school also considered that the time could be usefully spent in developing hobby interests and in sports. A considerable proportion of the parents of secondary leavers also thought that more time spent in school would keep the youngsters off the streets and out of trouble.

Table 2.2.9: Advantages of a Longer Day. *Percentages of parents mentioning various advantages of an extended school day*

		Secondary		Grammar
	Leavers	Transferrers	Stayers	All
Homework	66	92	86	72
Hobbies	48	42	48	50
Keep youngsters off the streets	39	25	14	11

Base: All secondary and grammar parents who favoured extending the school day

SUMMARY REVIEW

In general, parents took a favourable view of education in comparison with their own days at school. In particular, parents thought that school facilities were improved, that the work done was of a higher standard and more interesting to pupils, and that pupils and teachers got on much better. This favourable outlook was, however, tempered by concerns expressed about attention given by the schools to discipline and to basic skills such as spelling and writing.

Aside from English and mathematics, parents of secondary pupils, especially those of leavers, were inclined to value subjects of a practical vocational nature. This view was not shared by grammar parents. Among parents willing to designate a subject as being unimportant, secondary parents most often mentioned foreign languages or subjects among the cultural-artistic group. Grammar parents most often referred to classical languages as being unimportant.

A majority of parents indicated that they were happy with the young person's progress at school, although parents of boys were markedly more likely than those of girls to be worried about this.

Regarding the right age for their youngster to be leaving school, we have seen that a clear majority of parents favoured age 16 or higher. As expected, parents of leavers were very much less likely to approve of age 16 or above as the leaving age. Nevertheless, even among the parents of leavers over forty per cent thought 16 or later to be the right age for leaving. The main advantage seen by parents in extended education was the opportunity to gain qualifications. Parents who wanted their young folk to leave at 15 mostly did so on the grounds that it was pointless keeping young people at school when they were not interested in the work.

It was shown that parents of leavers and those of stayers and transferrers were very sharply distinguished by the percentages of their youngsters taking examinations. It was also noted that even among those parents whose youngsters were not taking examinations (most of whom subsequently left) a majority would have preferred their young folk to have obtained a qualification before leaving. We saw, however, that the young persons themselves were not so keen.

Finally, regarding the proposal to extend the school day, it was clear that parents were largely against the idea, mainly on the grounds that the day was already long enough for pupils. Those who approved of the idea saw the main advantage as being the provision of homework facilities.

2.3 ATTITUDES OF TEACHERS

Since the implementation of RoSLA had direct consequences for teachers, it was considered important to gather teacher opinion on the matter. In order to assess the extent to which teachers welcomed or were doubtful about the advantages of an extra year's schooling for their present leavers, three main questions concerning RoSLA were put to them.

Firstly, teachers were asked to state what proportion of their present leavers they thought would benefit. Secondly, teachers indicated whether they thought RoSLA would or would not bring them any major opportunities in their work, and thirdly, they recorded their opinion as to whether retaining their leavers for an extra year would or would not bring them major problems.

Responses to these three questions were examined separately for grammar and secondary teachers and further analysed by the following characteristics: teacher status in the school, teaching experience, sex of pupil taught, ability range and subject taught, qualifications, sex, age and marital status of teacher, and finally, school type (voluntary/county). Tables 2.3.1-2.3.3 present breakdowns between heads and teachers. Other teacher characteristics in relation to responses to the three questions are reported in Tables C2.3.1 - C2.3.3.

Table 2.3.1: Proportions Benefiting. *Percentages of heads and teachers stating that various percentages of their leavers would benefit from RoSLA*

	Secondary			Grammar		
	All	Some	None	All	Some	None
Heads	32	68	0	20	47	33
Teachers	14	78	8	14	54	32

Table 2.3.2: Major Opportunities. *Percentages of heads and teachers stating that RoSLA was likely to bring them 'major opportunities' or 'no major opportunities'*

	Secondary		Grammar	
	Maj. Opps.	No Maj. Opps.	Maj. Opps.	No Maj. Opps.
Heads	63	37	6	94
Teachers	39	61	6	94

Table 2.3.3: Major Problems. *Percentages of heads and teachers stating that RoSLA was likely to bring them 'major problems' or 'no major problems'*

	Secondary		Grammar	
	Maj. Probs.	No Maj. Probs.	Maj. Probs.	No Maj. Probs.
Heads	46	54	9	91
Teachers	53	47	0	100

Among secondary teachers the great majority agreed that RoSLA would prove beneficial to at least some of their current leavers, although there was considerably less support, especially from teachers in comparison with heads, for the view that all their present leavers would benefit from an extra year. No secondary head teachers and few of the secondary teachers thought that RoSLA would benefit none of their leavers. In contrast, among the grammar school heads and teachers, a sizeable proportion (about one in every three) thought that the extra year would benefit none of their present leavers.

In response to the second question, whether major opportunities were or were not likely to accrue to them following RoSLA, secondary teachers, but particularly secondary heads, were much more likely than heads or teachers in grammar schools to view the advent of RoSLA favourably.

While none of the teachers and few of the heads in grammar schools expected to have to cope with major problems arising from RoSLA, both heads and teachers in secondary schools were fairly evenly divided on this issue.

When responses were further analysed by degree of responsibility within the school, a trend appeared (though not quite statistically significant) among secondary teachers for those with more, rather than those with less, responsibility to be more optimistic about the proportions of their leavers that might benefit from RoSLA. Those with greater responsibility were also more likely to see major opportunities in it. Grammar school teachers, on the other hand, did not appear to vary according to degree of responsibility to any notable extent on these two issues, with the possible exception of deputy heads, who were most likely to be pessimistic about the value of an enforced extra year.

On the issue as to whether major problems would emerge with RoSLA, secondary teachers of varying responsibility in the school did not differ markedly among themselves. Grammar heads and deputy heads, however, were unanimous in their opinion that RoSLA would cause them no major problems, while over one in every five grammar teachers without posts of responsibility thought that it would.

Comparisons of teachers of boys with those of girls and with those teaching both sexes revealed interesting and significant differences among secondary (but not grammar) teachers. Teachers of secondary boys (7%) were considerably less likely than were teachers of secondary girls (20%) to hold the opinion that virtually all their leavers would benefit from RoSLA, with those teaching both sexes (13%) being intermediate.

Similarly, secondary boys' teachers were less likely than teachers of secondary girls to see major opportunities emerging from RoSLA but more likely to see major problems arising from it.

It might have been anticipated that teachers of pupils of different ability would have differed among themselves in their welcome for, or opposition to RoSLA. However, although secondary teachers of the least able pupils appeared to be somewhat more doubtful about the benefits of RoSLA for all their leavers and possibly a little more concerned about problems arising from it, than were teachers of higher ability levels or those teaching most levels, there were, in fact, no overall statistically significant differences among the groups in either secondary or grammar schools, on any of the three questions.

Do teachers of different subjects differ in their attitudes to RoSLA? To answer this question, teachers were first classified into seven subject groups: English, mathematics, languages (including classics and Irish), the sciences (chemistry, physics and biology), the social sciences (geography, history, social studies, integrated studies, economics and civics. Religious education was also placed in this section), practical (woodwork, metalwork, technical drawing, building and heavy craft, commerce, typing, shorthand, domestic science and cookery, needlework, rural science) and physical-cultural (physical education, speech, drama, art, music). In neither grammar nor secondary schools were there striking differences among the various subject groups on any of the three questions, although the low percentages (in comparison with other groups) of teachers of cultural and science subjects who thought that all their present leavers would benefit from RoSLA may be noted.

Within secondary schools most support for the view that all their leavers would benefit from an extra year at school, came from degree trained teachers who had also professional training, while secondary teachers with degrees but without teacher training were most likely to agree with the view that none of their leavers would find the extra year beneficial. Secondary school teachers with varying types of training did not differ markedly on the second or third questions. Grammar school teachers were largely in agreement on all three questions on RoSLA.

It has already been noted that in the secondary schools, teachers of boys, teachers of girls and teachers of both boys and girls differed among themselves in their opinions about the value of RoSLA. Is this largely a reflection of differences between male and female teachers? In fact, when the two sexes were compared on the first two questions no significant differences emerged for either grammar or secondary teachers. On the question of problems arising from RoSLA, however, clear differences arose between the sexes in secondary (though not in grammar) schools, with more male (61%) than female (40%) teachers indicating that they expected major problems to follow RoSLA.

With regard to the different teacher age groups, no very marked differences in attitudes towards RoSLA emerged, with the possible exception of the second youngest group (aged 25-30) who appeared to be somewhat more doubtful about the advantages of the extra year's schooling, at least for all their present leavers. This group, however, appeared to be no more anxious than other age-groups about problems arising from RoSLA.

Marital status (whether married, married with children or single) did not appear to be related to teacher attitudes to RoSLA nor was teacher experience (overall and in present school) or school type (voluntary/county) associated with responses to any of the three questions.

In addition to the three main questions on RoSLA, a series of supplementary enquiries was also put to teachers. These concerned the benefits to leavers accruing from the extra year, the problems that might follow from it, the proportion of present leavers who were not expected to benefit and the reasons why teachers thought pupils would not benefit. The attitudes of teachers towards lengthening the school day are also examined and finally we report the additional comments of RoSLA made by teachers at the end of the questionnaire.

From Table 2.3.4 it can be seen that, among those teachers who thought that all or at least some leavers would benefit from

RoSLA, there was strong support for the view that the extra year would encourage greater maturity and responsibility in those pupils who tend to leave at the first opportunity. Many grammar school teachers also regarded the extra year as an opportunity for pupils to benefit academically, while secondary teachers tended to welcome the possibility of developing the leisure and cultural pursuits of pupils. It is interesting to note that while over 50 per cent of all teachers recognised the value of the extra year in enhancing the job prospects of their leavers, this aspect of RoSLA was not regarded as pre-eminent by any of the four teacher groups.

Table 2.3.4: Benefits. *Percentages of teachers stating that leavers would benefit in various ways from RoSLA*

	Secondary		Grammar	
	Heads	Teachers	Heads	Teachers
More mature pupils	93	73	80	73
Pupils would learn more	61	50	100	64
Better job prospects	61	58	50	63
More leisure interests	86	61	50	51

Base: All teachers who had stated that all or at least some of their leavers would benefit from RoSLA

The difficulties anticipated by those teachers who said they expected to have to cope with major problems following RoSLA are reported in Table 2.3.5.

Among both secondary heads and secondary teachers, the need to devise new courses and methods for RoSLA was seen as the most pressing problem. Secondary heads regarded staff shortages and accommodation difficulties as the next most important problem followed by the lack of suitable equipment and problems with discipline among the enforced stayers.

Table 2.3.5: Problems. *Percentages of teachers stating that various problems would arise from RoSLA*

	Secondary		Grammar	
	Heads	Teachers	Heads	Teachers
Staff shortage	62	37	-	60
Accommodation difficulties	62	57	-	70
Lack of equipment	46	62	-	30
Discipline problems	46	65	-	60
Need for new courses and methods	77	69	-	30

Base: All teachers who thought that RoSLA would bring major problems

Secondary teachers, however, appeared to be rather more concerned than head teachers about discipline problems, since almost two in three of them, in comparison with fewer than one in every two heads, acknowledged this as a major problem. Inadequate equipment (62%) was also frequently mentioned by secondary teachers and to a lesser extent accommodation difficulties (57%) and staff-shortage (37%). Among the grammar school teachers anticipating problems, most concern was expressed about accommodation, discipline and staff shortages.

Teachers who said that virtually none or at least only some of their present leavers would find the extra year beneficial were then asked to state more specifically what proportion of their present fourth form they thought would derive no benefit.

Overall, the relative pessimism of this group of teachers is further reflected in Table 2.3.6, where it can be seen that, among secondary teachers, over 40 per cent of heads and over 60 per cent of teachers anticipated that one third or more of their present fourth form would fail to benefit from an extra year at school. Grammar school teachers were rather less pessimistic with 25 per cent of heads and 30 per cent of teachers regarding an additional year as being of no benefit to one third or more of their fourth formers. It should be kept in mind, however, that Table 2.3 6 refers only to that group of teachers who had already expressed doubts about the value of RoSLA.

Table 2.3.6: Proportions not Benefiting. *Percentages of teachers stating that various proportions of their leavers would not benefit from RoSLA*

	Secondary		Grammar	
	Heads	Teachers	Heads	Teachers
More than two thirds	5	17	17	13
Between one third and two thirds	37	45	8	17
Less than one third	58	39	75	70

Base: All teachers stating that virtually none or only some of their present leavers would benefit from RoSLA

What were the apprehensions felt by this group of teachers about coping with the enforced stayers?

Table 2.3.7: Reasons for not Benefiting. *Percentages of teachers stating various reasons why leavers would not benefit from RoSLA*

	Secondary		Grammar	
	Heads	Teachers	Heads	Teachers
Antagonistic to school, anti-discipline	21	38	18	16
Bored with school, discontented	68	80	55	59
Want to be earning money	95	81	36	52
Reached limit of academic potential	58	36	82	67

Base: All teachers who had stated that virtually none or only some of their leavers would benefit from RoSLA

Among secondary school teachers the main concern was that their leavers would prefer to be out earning money and that enforced staying on would make them discontented and bored with school. Grammar school teachers, on the other hand, thought that the main reason why their leavers would get no benefit from a further year, was that such pupils would have already reached the limit of their academic potential. A large proportion of secondary heads felt similarly. Secondary teachers were rather more optimistic on this point, but this group of teachers was most likely to express concern about discipline problems with the enforced stayers.

As with pupils and parents, the teachers in our sample were asked for their opinion about the suggestion that the school day should be extended to allow time for pupils to complete homework and pursue hobbies and interests. How did teachers react to this proposal?

Table 2.3.8: Extended Day. *Percentage responses of teachers to the proposal to lengthen the school day*

	Secondary	Grammar
Agree strongly	4	8
Agree	21	18
Disagree	44	44
Disagree strongly	31	30

Base: All teachers

From Table 2.3.8, it is clear that teachers in both types of school gave the proposal a far from enthusiastic welcome, with around three quarters of all teachers either disagreeing or disagreeing strongly with the idea.

Among teachers who did favour the proposal, there was considerably more support for using the extra time to provide supervision for homework and to encourage pupils to develop hobbies and interests rather than to use the time to teach conventional subjects.

Table 2.3.9: Reasons for Approving Extended Day. *Percentages of teachers stating various reasons for approving extension of the school day*

Better facilities for homework	71
Hobbies could be developed	95
More time to develop subjects	47

Base: All teachers favouring an extended day

Teachers who were opposed to the idea of a longer school day were most likely to agree with the argument that pupils would have had too much of school, that their day was already long enough.

Table 2.3.10: Reasons for Disapproving Extended Day. *Percentages of teachers stating various reasons for disapproving extension of the school day*

Day long enough for teachers	69
Day long enough for pupils	82
Takes responsibility away from home	61

Base: All teachers opposed to an extended day

Opposition to the proposal also came from many teachers on the grounds that the day was already long enough for teachers and that further extension of the school day would impose a strain on teachers. A considerable proportion of teachers also felt that pupils had a right to spend the time with their parents and that the proposal, if effected, would be taking responsibility away from the home. Other points mentioned spontaneously by teachers were the problems of transport late in the afternoon, and the need for pupils to be encouraged in self-reliance and to develop their own hobbies and interests without intervention by the school. A number of teachers also stated that they would not be against the proposal if it were on a voluntary basis.

At the conclusion of the teacher schedule, space was left for teachers to add any further comments about problems or opportunities arising from RoSLA. In all 23 per cent of teachers took the additional trouble of adding their own personal comments. This, of itself, is an indication of the considerable interest teachers showed in the research.

From these comments it was clear that teachers were anxious about a very wide range of problems which they expected to meet. Those most frequently mentioned were staff-shortages, accommodation problems and the problems of class management of pupils, many of whom teachers felt would be apathetic about, or even positively hostile towards, a further year's enforced stay at school.

While teachers perhaps naturally, tended to dwell on the problems arising from RoSLA, there were also many acknowledgements of the opportunities afforded by the extra year. A number of teachers observed that the type of pupil most eager to leave at the earliest opportunity was also likely to be the least mature or to be from a 'problem' home, and that teachers could make valuable use of the additional year in helping this kind of boy or girl. Some teachers also drew attention to the social and economic wastefulness of early leaving. This, it was felt, was particularly unfortunate in the case of the brighter pupil who, due to lack of parental interest or even direct pressure from home to leave early, missed the chance to gain some '0' levels or take C.S.E.

It was also pointed out by certain teachers that the less academic child, nevertheless, had often great funds of energy and interests, which could be put to good use, particularly in out-of-school activities, such as visiting old people's homes. A number of teachers reported that they had found a remarkable upsurge in interest once energies were directed into worthwhile activities in which the 15-year-old leaver could experience some real measure of success.

A considerable number of teachers, while in favour of pupils staying on at school, nevertheless stressed that they would have preferred it to have remained voluntary. It is of interest to note, however, that a few teachers who were in service at the time when the leaving age was raised to 15, recalled that their pupils had soon got used to it, and that, after the first year, they had experienced no particular problems.

SUMMARY REVIEW

Summarising the views of teachers one year before implementation of RoSLA, it can be said that a majority of teachers endorsed the proposal for at least some, if not all, of their pupils. This approval was much more emphatic among secondary than among grammar school teachers. It was also seen that teachers of girls were generally more optimistic about the proposal than were teachers of boys or those teaching both sets of pupils.

The main problem which secondary teachers foresaw was the need to devise new courses and methods. In addition, secondary head teachers were exercised by the problem of accommodation and staff shortages while secondary teachers were anxious about coping with discipline problems and the need for proper equipment to deal with the new demands. Women teachers, it was noted, were less likely than men to be apprehensive about coping with problems arising from RoSLA.

As seen by teachers, the main advantage for pupils arising from RoSLA lay in the greater opportunity for the youngsters to become more mature and responsible. The main disadvantages with the extra year, according to secondary teachers who thought the proposal would benefit virtually none or only some of their present fourth form, were that the early leaver would become bored and would want to be out of school and earning money. Grammar school teachers inclined to the view that their intending leavers had already reached the limit of their academic potential.

Only about one in every four teachers supported the proposal to lengthen the school day. Opposition to the idea was mainly on the grounds that the day was already long enough for both pupils and teachers. Those teachers who did agree with the proposal tended to favour the use of the extra time for pupil hobbies and interests rather than to extend the time for formal schoolwork.

Finally, teachers' spontaneous comments at the end of the questionnaire revealed considerable sympathy with the lot of the early leaver. However, concern was also frequently expressed about the mandatory nature of RoSLA and about difficulties in accommodation, staff shortages and classroom management which were expected to follow.

PART 3: OBJECTIVES, INTERESTS AND RATINGS

- PERCEPTIONS OF PUPILS, PARENTS AND TEACHERS

Is there a consensus of opinion among pupils, parents and teachers on the aims of education at the secondary stage? To what extent are the schools able to satisfy the varied needs of leavers, transferrers and stayers? Do pupils, their parents and their teachers perceive the typical interests of young people in similar ways? Mutual agreement among the three parties smooths the efforts of all towards attaining a satisfying secondary course. Conflicts of opinion on goals and misperceptions of pupils' interests and needs lead to misunderstandings and dissatisfactions which diminish the value of secondary education. This part of the report examines the views of the three parties on secondary objectives and pupil interests and attempts to identify areas of both consensus and conflict of opinion.

In addition to gathering opinions on objectives and interests, certain biographical data on pupils were collected. From teachers we obtained certain background educational information on pupils (such as behaviour in school, examination potential) and pupils themselves told us something about their self-perceptions. From these details, and those concerning objectives and interests, it was hoped to piece together a fairly comprehensive picture of the secondary pupil's educational and social values and to extract descriptive profiles of the typical leaver, transferrer and stayer.

Part 3 also considers one specific, but very relevant, *aspect of secondary education: vocational guidance. Pupils and parents were asked to assess the value of advice given by the Youth Employment Service; careers teachers and head teachers provided details of the structure of careers guidance in the schools; and, finally, parents and teachers were asked to say what they thought of the suggestion of providing actual work experience for pupils while they were still at school.*

3.1 OBJECTIVES OF SECONDARY EDUCATION

The 22 objectives sampled four main areas of education:

1. Vocational: *help get good job, help get examinations, careers advice.*
2. Social and Personal Development: *help to become confident and at ease, help become an interesting and worthwhile person.*
3. Preparation for Everyday Living: *money management, running a home.*
4. Cultural-Leisure: teach drama, run school clubs.

The objectives are listed fully in Tables C3.1.1 - C3.1.5, where the responses of pupils, parents and teachers are fully reported.

In responding, pupils were answering for themselves, the parents on behalf of their youngsters. Teachers, however, were asked to consider the objectives only with regard to the kind of pupil who tended to leave at the earliest opportunity.

THE OPINIONS OF PUPILS ON EDUCATIONAL OBJECTIVES

The two most striking aspects of pupil evaluation of the objectives of secondary education are firstly, the unanimity of opinion across both pupil sex and type of school, and secondly, the very 'instrumental' way in which pupils appear to regard their education (Tables C3.1.1 and C3.1.2).

Almost 100 per cent of pupils, both boys and girls in both grammar and secondary schools, thought that being taught 'things of real use in your future job', being helped 'to get a good job' and being given careers advice were important or very important goals for education. Similarly, almost all grammar pupils and almost all secondary girls (but not boys) emphasised the importance of being helped with examinations. In addition there was very strong support from both secondary and grammar pupils for visits to places of work and from secondary pupils only for information about conditions at work. One other objective which was very strongly endorsed (although not quite so enthusiastically by secondary boys) was that of being taught to 'put things in writing easily'.

Next in order of importance to pupils came a group of objectives to do with both personal and social development and with preparation for everyday living. These covered the teaching of sex education, money management, current affairs, help with the development of personality and character and being taught to 'speak well' and to 'feel confident and at ease'. Not far behind these came teaching about 'right and wrong' and 'running a home' together with the provision of school clubs.

In comparison with other objectives the following fared less well: encouragement of community awareness through visits to such places as the town hall or fire station, encouragement of hobbies and interests and help for pupils in making the most of their appearance. Least well favoured of all were objectives concerned with the cultural aspects of education: teaching of poetry and drama and visits to museums, art galleries and theatres. Grammar school girls were rather less dismissive of these cultural objectives than were other groups.

Among leavers, transferrers and stayers in secondary schools, there was some difference in emphasis on quite a number of the objectives. However, as far as 'instrumental' objectives were concerned differences were not very marked although stayers and transferrers were more likely than leavers to emphasise the importance of examination help and to a lesser extent help in getting 'a good job'. Girl stayers and transferrers also tended to rate careers help and the teaching of 'things of real use' as very important or important more often than did girl leavers.

Other objectives which secondary leavers were less likely to approve than stayers were: teaching of poetry, teaching pupils to put things in writing easily and helping pupils to develop their personalities and characters and to become socially confident. Boy secondary leavers were also less likely to want help from the school in making the most of their appearance or to be taught drama while girl leavers less often wanted cultural visits or to be taught to 'speak well'.

Overall, secondary stayers and transferrers of both sexes were more likely than leavers to endorse each of the objectives indicating, presumably, their greater satisfaction with the stated objectives of secondary education. On two of the objectives, however, those concerned with sex education and with teaching things that would be useful in running a home, secondary girl leavers were *more* likely than stayers or transferrers to indicate their approval.

Within the grammar school sample significant differences were less often noted. Boy stayers were a little more likely than leavers to want the school to help them 'get a good job' and a little less likely to look for help in developing social confidence. Among the girls there was a slight tendency for leavers to be less concerned with the provision of school clubs or the teaching of ethics.

THE OPINIONS OF PARENTS ON EDUCATIONAL OBJECTIVES

As with the young people, parents (Table C3.1.3) envisaged the school's main function as that of improving the career or job prospects of pupils. While parents of both secondary and grammar pupils were in agreement on this, they appeared to differ to some extent in the way they wished this to be accomplished. Thus parents of grammar school pupils were somewhat more likely to emphasise the importance of help with examinations and parents of secondary pupils tended more often to emphasise the teaching of 'things of real use' in future jobs.

In line with this vocational approach to education, careers advice was regarded as important or very important by almost all parents. Parents of secondary pupils also thought highly of visits to work places although information about conditions at work was not considered so important by either grammar or secondary parents as it was by the pupils themselves.

In addition to the widespread approval of objectives related to vocational improvement, all, or almost all, parents were agreed on the importance of pupils being helped towards competence in both writing and speaking. Pupils, it was noted, were not quite so emphatic about the value of being taught to 'speak well and easily' but, with the exception of secondary boys, they were in close agreement with parents about being taught to express themselves well and easily in writing.

Parents were generally somewhat keener on objectives to do with social and personal development. Thus, for example, 100 per cent of parents of grammar school boys in comparison with 81 per cent of the grammar school boys themselves said that the development of personality and character was important or very so; 87 per cent of secondary boy parents responded similarly with regard to encouraging social poise compared with 68 per cent of secondary boys, and 90 per cent of all grammar school parents thought teaching about 'right and wrong' was important or very so in contrast with 74 per cent of all grammar school pupils. Helping pupils to make the most of themselves was also more frequently desired by parents and pupils. However, in one aspect of personal development, that of sex education, pupils more often wanted help than was thought necessary by parents. This was particularly noticeable in the case of grammar school boys 85 per cent of whom, in contrast to 64 per cent of their parents, considered this an important or very important specific objective of secondary education.

As with pupils, the great majority of parents approved of attempts by the school to advise on the management of earnings.

Practical advice on running a home was also well regarded by parents of secondary pupils. This objective, however, was given low priority by parents of grammar school pupils, especially by boys' parents.

The great majority of parents also favoured help being given by the school in developing cultural awareness and leisure pursuits. In these respects, parents differed quite sharply from pupils, although it is interesting to note that grammar school girls and their parents were much more likely to reach a consensus than were other groups of pupils and parents. The most marked difference between pupils and parents was on the value of visits to art galleries, museums and the theatre, considered valuable by only 47 or 48 per cent of secondary pupils and grammar school boys in contrast to over 70 per cent of secondary and 87 per cent of grammar pupils' parents. In addition, the parents of grammar school pupils were noticeably more enthusiastic about the teaching of poetry and drama than were grammar pupils themselves. Secondary parents, however, although again regarding these cultural goals rather more favourably than did secondary pupils, tended to place them low down in importance in comparison with other objectives.

With regard to the schools' attempts to awaken pupil interest in community affairs there was some conflict of opinion between parents and pupils. Firstly parents, especially of grammar pupils, were rather more likely to see value in visits to local government services than were pupils. Teaching of current affairs by the schools was especially valued by secondary girls and grammar boys and their respective parent groups, but parents of secondary boys and those of grammar girls were less likely than the pupils themselves to value this particular teaching objective.

The number of grammar school parents interviewed with young people who eventually left school at 15 was very small. Consequently comparison among parents of leavers, transferrers and stayers is confined to the secondary group (C3.1.4). Few of these comparisons did, in fact, reveal any very marked differences among parents of leavers, transferrers and stayers. Those that did arise occurred solely among the parents of boys. Parents of secondary boys whose sons eventually left school at 15 were rather more likely than parents of transferrers or stayers to emphasise the importance to pupils of being taught 'things of real use' in their future jobs. Being taken on visits to places of work and being acquainted with work conditions were regarded as very important objectives, rather more often by parents of leavers and transferrers than by parents of stayers.

One final comment on parents' responses to this section of the parental schedule is necessary. A number of parents pointed out to the interviewers that the schools could not be expected 'to do everything'. These parents often qualified their approval of a particular objective by saying 'if the school can find time'.

THE OPINIONS OF TEACHERS ON EDUCATIONAL OBJECTIVES

Teachers were asked to evaluate the 22 listed objectives, keeping in mind the needs of the typical young school leaver. Their responses are reported separately for grammar and secondary teachers in Table C3.1.5.

High on the list of priorities among secondary teachers were teaching pupils to 'speak well and easily', teaching about 'right and wrong' and helping pupils to feel 'confident and at ease'. Other goals which were regarded as important or very important by the majority of secondary teachers were providing work visits, giving advice on careers, money management and the running of a home, and personality and character development.

Direct vocational training (by way of teaching 'things of real use in their future job' and helping pupils 'get a good job') while approved to some extent at least by most secondary teachers, was not quite so emphatically endorsed. Similarly, while a majority regarded examination success as fairly desirable, only one-third of secondary teachers considered it a *very* important objective for the secondary education of leavers.

The cultural aspect of leavers' education got least support from secondary teachers, few of whom considered that the teaching of poetry or drama, or taking pupils or visits to places of cultural interest had any great relevance for these young people. Similarly the introduction to community affairs through community visits or teaching of current affairs came low down on the list of priorities.

Among grammar school teachers the most relevant objectives for early leavers were seen as being the development of skills in communication, both oral and written. High on their list of objectives also came the teaching of ethical values and the development of the personality and character of the young people.

Following these communicational and personal-social aims, grammar school teachers placed emphasis, although by no means pre-eminent, on teaching 'things that would help in getting a good job' and giving careers advice. Less than a majority of grammar school teachers indicated strong approval for examination success or teaching 'things of real use'.

Grammar school teachers of early leavers were much less likely than their secondary counterparts to consider such practical goals as advising pupils on running a home or money management as particular concerns of the school. However, they were very much in agreement with secondary teachers in relegating the cultural aspects of education to the bottom of their list of priorities. Community visits were regarded as even less relevant by teachers of grammar school leavers.

DIRECT COMPARISON OF LEAVERS, PARENTS AND TEACHERS

Table 3.1.1 brings together the opinions of the three groups for whom direct comparison is possible: secondary leavers, and parents and teachers of secondary leavers. To facilitate comparison only the response category 'very important' is considered.

From Table 3.1.1 it can be seen that a large majority of parents were in agreement about the importance of two aspects of leavers' education - vocation and communication. Secondary leavers themselves, although not quite so frequently as parents, also emphasised the vocational side of their education. The leavers were far less likely, however, than parents to regard being taught to speak and to write well and easily as very important goals.

Teachers were rather less likely as a group to be agreed on the importance of vocational goals for leavers. They were most likely to consider as very important aims those of teaching pupils to speak easily, teaching of ethical standards and preparing leavers for the task of running a home. Many parents also agreed with teachers that teaching of ethics was very important but the teaching of topics such as interior decorating or bringing up children were regarded by neither pupils nor parents as very important concerns of the school.

Teacher opinion was also in conflict with that of pupils and parents regarding the role of the school in helping the pupil to develop his personality, character and social confidence and in assisting him to make the most of his appearance. In all these matters a majority of teachers, but only minorities of pupils and parents, considered the school had a very important part to play. On the other hand, pupils disagreed with parents and to a lesser extent with teachers in regarding sex education as very important. In contrast, as has already been noted, on the question of moral education, teachers and parents were likely

Table 3.1.1: Objectives for Secondary Leavers. *Rank order of percentage categories of secondary leavers, parents and teachers regarding objectives as very important*

	Leavers	Parents	Teachers
70% or more		Speaking well Things of real use in job Help get good job Writing easily	
60-69%	Things of real use in job Help get good job Work visits	Examinations About right and wrong Money management	Speaking well About right and wrong Running a home
50-59%	Career advice Sex education	Work visits Career advice	Work visits Career advice Money management Social confidence Personality and character Help get good job Things of real use in job Appearance
40-49%	Work conditions Examinations Money management	School clubs	Writing easily Work conditions Interests and hobbies

Table 3.1.1 cont'd.

	Leavers	Parents	Teachers
30-39%	Running a home	Appearance Running a home Current affairs Work conditions Social confidence	School clubs Examinations Sex education Community visits Current affairs Cultural visits
20-29%	Writing easily Speaking well School clubs Personality and character About right and wrong Current affairs Appearance	Personality and character Interests and hobbies Sex education	Drama
10-19%	Community visits Social confidence Interests and hobbies Cultural visits	Community visits Drama Cultural visits	Poetry
Less than 10%	Drama Poetry	Poetry	

Base: All secondary school leavers, their parents and teachers to emphasise the importance of this and pupils to de-emphasise it.

With regard to the cultural and community aspects of the curriculum the three parties reached a fair degree of consensus, with drama, poetry, cultural and community visits and current affairs being rated rather low in importance, although teachers were not quite so dismissive of these aspects as were pupils in particular.

3.2 YOUNG PEOPLE'S INTERESTS - THE PERCEPTIONS OF PUPILS, PARENTS AND TEACHERS

Pupils, parents and teachers were presented with a list of eleven typical adolescent interests. Pupils were answering for themselves, parents on behalf of their own young folk, and teachers were rating the interests in accordance with how important they thought they would be to the typical young school leaver.

INTERESTS IMPORTANT TO YOUNG PEOPLE

Pupil responses are reported in Tables C3.2.1 and C.3.2.2 Almost all of the pupils, boys and girls in both types of school, said that their families were important or very important to them. Perhaps paradoxically, nearly as many also said they wanted to be treated as grown-ups. Clearly the young people, while valuing the ties with home, also aspired towards a more mature and independent relationship with their families.

Secondary pupils also tended to place a great deal of emphasis on being given the opportunity to earn their money. This was of less importance to grammar school pupils, especially girls. A considerable interest in their personal appearance (clothes, hairstyles) was also frequently reported by these young people, girls more so than boys.

Practical-constructional interests (such things as sewing and cooking among girls and woodwork and model-making among boys) came fairly high on the list of interests of secondary pupils, somewhat less so with grammar girls and even less so with the grammar boys. On the other hand, grammar school pupils tended to be more often interested in reading (other than magazines and newspapers) than were secondary pupils.

Boys tended to put sport and games playing much higher on their list of interests than did girls. Girls, however, rather more often expressed an interest in marriage and in pop music than did boys. Roughly similar proportions of boys and girls rated television and radio as important interests.

It is worth noting that, in comparison with other expressed interests, starting work was far from over-riding in importance. Grammar school pupils, in particular, were very unlikely to regard this as an important or very important interest.

Leavers, transferrers and stayers in the four groups differed most consistently on the item 'starting-work', with, as expected, leavers showing very considerably more interest. Similarly, leavers in secondary, though not in grammar schools, displayed a greater interest in earning money. In the secondary schools, transferrers and stayers rather more often than leavers claimed that reading at home was an important interest to them. Among secondary girls, leavers were more often interested in pop-music and stayers and transferrers more often claimed an interest in sport. Among the boys, secondary stayers were less likely to express an interest in marriage while grammar school stayers and transferrers more often than leavers expressed an interest in being treated as adults.

PARENTS' PERCEPTIONS OF THE INTERESTS OF YOUNG PEOPLE

As with the pupils, almost every parent acknowledged the importance to young people of their families (Table C3.2.3). Parents were also very likely to think that being treated as a grown-up was important to them and that young people (especially girls) tended to be concerned about their personal appearance. Pop-music was also very generally regarded as a particular interest of girls and sport as an interest of boys. While many of the pupils also tended to emphasise these topics, there was, nevertheless, a tendency for parents to over-estimate their importance to young people, with the exception of interest in the family.

Parents, particularly of secondary pupils, also widely acknowledged the importance to young people of earning their own money. Pupils themselves, however, placed even greater emphasis on this than did parents. On the other hand, parents tended to under-rate the importance of marriage to pupils of this age. Thus, while one quarter of the grammar boys and one-third or more of the other pupil groups rated it as very important, only between one and eight per cent of parents in the various groups did so.

Parents and pupils were in fair agreement on the interest held by pupils in starting work, with secondary parents and pupils tending to emphasise its importance much more often than grammar parents or pupils. On the other hand, grammar parents were rather more likely to say that leisure reading was important to pupils. The grammar pupils themselves rather less often reported a particular interest in reading at home.

Watching television, listening to the radio and practical-constructional hobbies were also seen by a majority of parents as being important or very important interests, but young people, with the exception of hobbies for secondary boys, placed less emphasis on these than did parents.

The comparison of pupil interests reported by parents of secondary leavers, transferrers and stayers produced few marked differences of opinion (Table C3.2.4). Not surprisingly, parents of secondary leavers very much more often said that their young people were interested in starting work. Parents of secondary girl leavers, and to a lesser extent those of girl transferrers, were more likely than parents of girl stayers to rate pop-music as important. On the other hand girl stayers' parents more frequently reported an interest in leisure reading. The only notable difference among secondary boys' parents, other than that of starting work, was for the parents of stayers to rate sporting interests lower than did parents of leavers or transferrers.

TEACHERS' PERCEPTIONS OF THE INTERESTS OF YOUNG LEAVERS

As with objectives, teachers were relating their answers to early leavers only. Their responses to the list of pupil interests are reported in Table C3.2.5.

As seen through teachers' eyes, young leavers of both sexes were most often perceived as being interested in earning money and in being treated as adults. Secondary teachers also frequently reported their leavers (particularly boys) as being interested in starting work. Other interests frequently rated as important to the young leaver were watching television and listening to the radio, and for girls their appearance and listening to pop music.

Among secondary teachers a majority thought that boy and girl leavers showed some degree of interest in practical-constructional hobbies and that boys were often interested in sport. Grammar school teachers were much less likely to regard such interests as being of much importance to these young people.

In comparison with many other interests, teachers less often attributed much interest in the family to young leavers, and only very small proportions thought that the subject of marriage interested these pupils (with the exception of secondary girls), or that leisure reading interested them.

DIRECT COMPARISON OF LEAVERS, PARENTS AND TEACHERS

In Tables 3.2.1 and 3.2.2 the opinions of the three parties are brought together for direct comparison of the interests regarded as very important to secondary leavers.

So far as the interests of boys are concerned parents and pupils, but not teachers, agreed fairly closely in emphasising the importance to young leavers of their families, while teachers' and pupils' views co-incided on the importance to leavers of earning their own money.

Starting work and being treated as grown-ups are somehwat more emphasised by parents than by pupils or teachers. On the other hand parents and pupils are in closer agreement with each other than with teachers on the importance of hobbies and sport and personal appearance. Rather similar proportions of pupils, parents and teachers rated pop music as being very important to boy leavers, but fewer of the boys than parents or teachers admitted the importance of television or radio. The three parties also tended to agree that leisure reading was rarely important to boy leavers. On the other hand, parents and teachers tended to underestimate the importance of marriage to these young people.

Parents of girl leavers and the girls themselves concurred in being very likely to agree on the importance of the family, in pupils' interest in their appearance and in their wish to be earning their own money. Teachers also saw the importance to these pupils of their appearance and in earning money but were very much less likely to regard the family as being important to them.

As with boy leavers, teachers and parents were rather likely to over-emphasise the importance to these young leavers of being treated as adults, and parents more often than the pupils themselves reported an interest in pop-music, television and in starting work as soon as possible. In contrast teachers and parents under-rated the interest which these girls had in marriage. All three parties were fairly well agreed that reading was not a major interest of the girl leavers. Sport was not considered so very important by either pupils or teachers as it was by parents. Interest in hobbies such as cookery or knitting was most often placed in the middle range of interests by the pupil and parent groups and in the lower range by teachers.

It can be seen in Tables 3.2.1 and 3.2.2 that, from the number of interests falling into the lower category under the 'Teachers' heading, teachers were rather less inclined than pupils or parents to think that many of the listed interests were of much importance to these young people. It should be remembered, of course, that parents were answering for their own youngsters, while teachers were considering the interests of young school leavers in general.

Table 3.2.1: Interests of Boy Secondary Leavers. *Rank order of percentage categories of boy secondary leavers, parents and teachers regarding interests as very important*

	Leavers	Parents	Teachers
50% or over	Family Money	Family Start work Grown-up	Money
30-49%	Hobbies Grown-up Start work Marriage Sport Appearance	Money Clothes Hobbies Sport Television	Start work Grown-up Television
0-29%	Pop-music Television Reading	Pop-music Reading Marriage	Pop-music Sport Appearance Practical-constructional Family Marriage Reading

Base: All boy secondary school leavers, their parents and teachers

Table 3.2.2: Interests of Secondary Girl Leavers. *Rank order of percentage categories of girl secondary leavers, parents and teachers regarding interests as very important*

	Leavers	Parents	Teachers
50% or over	Family Money Appearance	Pop-music Appearance Family Grown-up Television Money Start work	Appearance Money Grown-up
30-49%	Grown-up Marriage Hobbies Start work Pop-music	Hobbies Sport	Pop-music Start work Television
0-29%	Television Reading Sport	Reading Marriage	Marriage Family Hobbies Sport Reading

Base: All girl secondary school leavers, their parents and teachers

3.3 BIOGRAPHICAL DETAILS OF PUPILS

In this section certain biographical information about pupils is examined. From pupils themselves we had obtained information on their self-perceptions (such as how successful they thought they had been at school), on spare-time activities (club memberships, part-time jobs) and on level of aspiration (for examinations and jobs) together with other details such as time taken to get to school. Teachers supplied information on the type of class the pupil was in, his examination potential, attendance and behaviour, and level of parental interest in the pupil's education.

AUTOBIOGRAPHICAL DETAILS

Pupil responses to the autobiographical queries are reported in Tables C3.3.1 and C3.3.2. Around half of all pupils claimed they were regular members of youth clubs or organisations while a rather smaller proportion (except of grammar boys) said they belonged to one of their school teams or clubs. Public library membership was claimed by roughly one-quarter of the secondary pupils, by around two-fifths of grammar boys and by half the grammar girls.

In all of these leisure activities leavers were less likely to be active. Thus in secondary schools, girl leavers less often claimed youth club membership and both boy and girl leavers were less likely to be members of a school club or team. Differences in the proportions holding positions of responsibility in a school club or team or as a prefect were less marked except that secondary girl leavers less often held such a position than stayers or transferrers.

Secondary pupils, more often than grammar, said they had a regular boy friend or girl friend, and, except for grammar boys, leavers were more likely than transferrers or stayers to have an opposite-sex friend.

In addition to these leisure activities other considerable encroachments on young people's time may come from part-time jobs, helping out at home and, for some pupils, the time taken to get to school. Pupil responses to queries on these matters indicated that boys more often had part-time jobs and girls more often helped at home. Both these activities tended to take up more time for secondary than for grammar pupils. Leavers were no more likely than other groups to have a part-time job or to take longer to get to school. So far as helping at home was concerned, secondary boy leavers appeared, on their own report, to spend less time than transferrers or stayers in doing household chores.

Leavers and stayers also differed quite markedly in their academic and vocational ambitions. On the Registrar General's (1966) classification the preferred occupation of the great majority of secondary boys came under Class III (most often skilled craft trades). However, leavers and transferrers were considerably more likely to hope for craft apprenticeships than were stayers, almost 40 per cent of whom aspired towards Class I (professional) or Class II (higher technical) occupations. Among secondary girl leavers Class IV occupations (semi-skilled jobs such as machinist) were most often preferred while transferrers were most like to choose Class III (such as typing or hairdressing) and stayers to choose Class II jobs (such as nursing or social work). Grammar school pupils mostly aspired towards Class I or Class II occupations but leavers were more likely than other groups to be found among the small minority of grammar pupils preferring jobs in Class III.

So far as academic aspiration is concerned, leavers were much less likely to be intending to sit for public examinations than were either transferrers or stayers. Among those secondary pupils not taking examinations about one quarter of the boys and two fifths of the girls said they would have liked the opportunity to do so.

As with other important institutions, the school must play a considerable part in shaping the self-concepts of its members. It seems likely that the self-regarding sentiment is enhanced by the approval of peers and superiors. The self-concepts (in relation to school) of pupils in the sample were examined by asking pupils how successful they thought they had been at school (academically and socially), how well liked they thought they were in the eyes of fellow pupils and teachers, and how intelligent they thought their teachers would regard them as being.

It is perhaps surprising that very nearly half the secondary and as many as two-fifths of the grammar pupils rated themselves as not much, or not at all, a success in the work, sport or social life of the school. Early leavers from secondary schools were significantly more likely than stayers or transferrers to have a low regard for themselves in these respects.

On the other hand, a majority of pupils in both types of school thought that their teachers regarded them as being at least 'fairly' intelligent. Here again, however, leavers in secondary schools were likely to have a lower opinion of themselves. Opinions of pupils on their popularity with other pupils were remarkably similar in both grammar and secondary schools with around two-thirds of the boys and half of the girls thinking they were well liked by most or by quite a lot of their peers. Secondary girl transferrers tended to stand out from both leavers and stayers in being confident about their popularity.

In contrast with their popularity among fellow pupils, only a minority of pupils considered that they were well liked by most or quite a lot of their teachers. Early leavers from both types of school, more often than other groups, tended to see themselves as being liked by only 'some' or by 'a few' teachers.

Summarising these comparisons, a picture emerges in which the young school leaver, particularly in secondary schools, is portrayed as enjoying his leisure time less well than does the typical stayer or transferrer, and in being less active in membership of school clubs or teams, or as a member of a youth club or public library. On the other hand, he, or she, is rather more likely to have a regular girl- or boy-friend. In addition the typical leaver has lower ambitions both academically and vocationally and his self-image, as reflected in his self-ratings of intelligence, school success and popularity with pupils and teachers, tends to be more negative than does that of his fellow pupil who elects to remain in full-time education beyond the minimum leaving age.

TEACHER RATINGS OF PUPILS

The teacher based information on pupils is reported in Table C3.3.3. Firstly, teachers were asked for three particulars about the pupil's class: its size, whether or not it was an ability stream class, and whether or not it was a specifically designated examination class.

Among the secondary pupils, leavers appeared to be more likely than stayers or transferrers to be enrolled in smaller-sized classes. Stayers and transferrers were more often to be found in an ability stream class or in a class composed mainly of pupils intending to sit examinations. The only notable difference among grammar pupils on the three particulars was in a tendency for the relatively few girl transferrers in the sample to be placed in classes made up of both intending examinees and non-examinees.

The rated examination potential of pupils is discussed in detail in Part 6.2. Here it is sufficient to note that secondary stayers (and to a lesser extent transferrers) were much more likely to be perceived by teachers as potential examination candidates than were secondary leavers. The grammar school picture is less distinct, but in this case it would appear that transferring pupils were most often seen as having lower examination potential.

Teachers were also asked to report on three other aspects of pupil behaviour: attendance, personal appearance and discipline. According to teacher ratings, leavers (with the exception of girl leavers from grammar schools) were likely to be poorer attenders than were stayers or transferrers, and were more often in trouble over their personal appearance and conduct in school.

Finally, with regard to the extent of parental concern with the pupil's education, secondary (but not grammar school) teachers more often reported the parents of leavers as not having made contact with the school, and more often as showing less than average interest in their young person's work.

3.4 PREPARATION FOR WORK

It has already been noted that, among many of the pupils in the sample, there was considerable pre-occupation with being taught things of real use and with being helped to obtain a good job. Many of these pupils were on the brink of being launched into the adult world of work. No doubt, some would argue that the range of occupations open to the early leaver is already pre-determined and restricted by his educational background, that the element of choice is largely illusory. Nevertheless, even within this more restricted option-field, a considerable range of jobs, both in level and content, is available. A wise choice at this stage is crucial.

What kind of careers guidance is available, and are parents, teachers and the young people themselves satisfied with the quality of it? To answer these questions, all three parties were asked to say what they thought of the advice given by the Youth Employment Service. Careers teachers and head teachers were also asked to describe and evaluate the type of careers guidance given in their schools. In addition, parents and teachers were asked to assess the value of actual work experience for pupils.

Among teachers only one per cent said that their school was not visited by the Youth Employment Officer and very nearly all of the pupils also said they were aware of the Youth Employment Service. Ten per cent of parents of secondary pupils and twelve per cent of those of grammar pupils had not heard of the Youth Employment Service.

Responses of the three parties to the question of whether the advice given by the Youth Employment Officer was helpful or not are reported in Table 3.4.1. Pupils, in general, were very likely to regard the Youth Employment Officer's advice as being helpful to them in choosing a career and ninety per cent or more of the teachers also indicated that they thought the Youth Employment Officer's visits were valuable (or very valuable).

Table 3.4.1: Careers Advice by the Y.E.O. *Percentages of pupils, parents and teachers saying the help given by the Y.E.O. was of value*

	Leavers	Transferrers	Stayers	All
Secondary boys	85	93	91	88
Secondary girls	89	94	94	92
Grammar boys	70	88	83	83
Grammar girls	78	91	87	87
Parents of:	Leavers	Transferrers	Stayers	All
Secondary pupils	77	80	73	77
Grammar pupils	(parents of grammar pupils were not distinguished by pupil destination)			61
Secondary teachers:				All
Very valuable				31
Valuable				59
Grammar teachers:	(teachers did not distinguish their answers by pupil destination)			
Very valuable				36
Valuable				57

Base: All secondary and grammar pupils, parents and teachers

Parents were somewhat less convinced of the value of the Youth Employment Service. This was due, in part, to the fact that a number of parents (5 per cent of secondary and 22 per cent of grammar) said that they simply did not know. Of the parents who said the advice given by the Youth Employment Officer was not (or would not be) helpful, 44 per cent of the secondary and 33 per cent of the grammar parents claimed their young people would not need help because they or the youngsters themselves would be able to find a job. Fifty-nine per cent of the secondary and one-third of the grammar parents, who said they did not regard the Youth Employment Service as being helpful, thought that the advice given was 'too vague' or that the young persons were (or would be) advised to take up a job they did not really want.

CAREERS GUIDANCE IN SCHOOL

We have seen that the great majority of teachers approved, to some degree at least, of the work of the Youth Employment Officer. We turn now to a more detailed examination of the type and amount of careers guidance given in the schools.

Table 3.4.2 sets out five aspects of careers guidance - giving information, giving advice, job placement, work preparation, and follow-up. Careers teachers and heads were asked to indicate for each of these aspects, whether this work was being done by their school, whether they thought the five aspects of guidance should be tackled by the school alone, by the Y.E.O. alone, or by the joint efforts of school and Y.E.O. Finally, they were asked whether, for each aspect, enough was being done at present, and if not, whether the additional work should be carried out by the school, the Y.E.O., or both school and Y.E.O.

From the responses to these enquiries it appears that all or almost all of the sampled schools were engaged in providing information (by way of talks, visits and films) and in giving of advice on suitable careers to individual pupils.

Most schools (80 per cent) were also attempting to help prepare leavers for their first experience of working life (for example, by giving information on actual work conditions or by advice on how to behave in an employment interview).

The task of actually placing school leavers in jobs was being undertaken by somewhat over half the schools, while just over half were attempting to follow up their leavers in their jobs to see how they were faring.

Regarding the first two aspects of careers guidance (providing information and advising on suitable careers) heads

Table 3.4.2: Careers Guidance. *Percentages of head and careers teachers stating the type and amount of careers guidance given in schools*

	Whether done by school	Whose function			Position at present			
					Enough	More should be done by:		
	Yes	School's	Y.E.O.'s	Joint	done	school	Y.E.O.	Both
Giving *information* about different sorts of careers, for example, by visits, films, careers conventions	100	6	5	89	38	7	12	82
Advising individual pupils on the most suitable career	96	12	5	83	42	11	8	81
Placing leavers in jobs	57	5	40	55	39	4	57	42
Preparing pupils for their first experience of working life, for example helping them to know what to expect when they start work, how to behave in an employment interview	80	39	5	56	27	29	9	62
Following up how pupils who have left school are getting on in their careers	51	22	36	42	28	15	32	53

Base: All secondary and grammar head teachers and careers teachers and careers teachers tended most often to see these as joint functions of the school and the Y.E.O. Direct involvement, by way of actual job placement was seen by only five per cent of heads and careers teachers as a sole responsibility of the school. Nevertheless, a considerable number of schools thought they had a part to play in placement, since as many as 55 per cent of heads and careers teachers stated that this should be the joint responsibility of school and Y.E.O.

Preparing pupils to face the facts of life at work was the aspect of guidance most often seen as the sole responsibility of school (39 per cent of respondents) and least often as the sole function of the Y.E.O. (five per cent of respondents). The important task of following up the leavers in the jobs was more often seen as the joint responsibility of school and the Y.E.O. (42 per cent) or as the function of the Y.E.O. alone (36 per cent) than as that of the school working alone (22 per cent).

Were the schools satisfied that enough was being done to help their leavers in careers choice? While it is clear that the schools were already giving a considerable amount of assistance, quite a large proportion (around 60 per cent) of heads and careers teachers still felt that more could be done in the way of giving advice, information and placement. These teachers were even less satisfied with current efforts to prepare the youngsters for their first experience of work and with efforts to follow up the leavers.

Among teachers who felt that more could be done to help their leavers, the majority proposed that the extra assistance should be undertaken by the school and the Y.E.O. working together, with the exception of actual job placement for which a small majority thought the Y.E.O. should have sole responsibility. Substantial proportions (though not the majority of teachers) thought that preparation for work should be the sole responsibility of the school and that the follow up of leavers should be left to the Y.E.O. alone.

WORK EXPERIENCE FOR PUPILS

One extension of the extra-mural activities of pupils, particularly of the early leaver, has been the introduction of actual work experience. Such experience, it has been urged, though presenting a number of difficulties, acts as a valuable transition between school and work.

Among parents of secondary pupils, there was widespread approval of the idea (84 per cent of all secondary parents). Parents of grammar pupils, however, were rather less enthusiastic, although even here a small majority (58 per cent) supported the proposal. Parents of leavers, transferrers and stayers did not differ among themselves, to any marked degree, in their support for the proposal.

Teachers were also asked what they thought of the idea but, in their case, only in relation to the needs of the young school leaver. The encouragement of work experience for intending early leavers received a great deal of support from the teachers with 91 per cent of secondary and 76 per cent of grammar school teachers agreeing (or agreeing strongly) with the suggestion. The relatively few teachers objecting to the proposal did so on the grounds that pupils would not be mature enough to benefit (40 per cent of teachers who objected) or that work experience would leave insufficient time for school work (60 per cent).

PART 4:   RoSLA AND THE TEACHER

Among those teachers most closely affected by RoSLA, there has been an early recognition of the need for considerable rethinking of courses and methods in order that the interests of the early leaver might be captured and his aspirations realised. This part of the report considers the expressed views of teachers on various proposals that have been made regarding innovations to the teaching programme for the early leaver.

The concern expressed by teachers that accommodation difficulties and lack of suitable equipment would hamper their efforts in coping with RoSLA has already been noted. If, as is argued, the young school leaver has particular educational needs, then it follows that teachers must be provided with the specialist accommodation and equipment that will meet those needs. In Section 2 we examine teacher responses to our enquiries about such needs.

The advent of RoSLA brings with it new challenges to teachers' skills. What kind of assistance in the form of training courses and improved information would teachers regard as helpful in meeting both the problems and opportunities arising from the extra year of schooling? Part 4.3 sets out the opinions of the teacher sample on these matters.

4.1 CHANGES IN CURRICULUM AND METHOD

Prominent among proposals for changes in curriculum and method have been suggestions that activity methods should be encouraged, and that the content of courses should be made more practical and more relevant to the needs of those young people who tend to leave school at the earliest opportunity.

Additionally, some teachers have stressed the need to break down traditional subject barriers in order to concentrate on an integrated or project approach. Others have insisted that modifications should be contained within existing subject boundaries. Yet others have advocated the introduction to the curriculum of new subjects or new content within existing subjects.

The responses of teachers to these various proposals are presented in Tables 4.1.1 and 4.1.2.

Table 4.1.1: Changes in Content and Method. *Percentages of teachers agreeing or agreeing strongly with three proposals for curriculum and method changes*

	Secondary		Grammar	
	Agree strongly	Agree	Agree strongly	Agree
Subjects should be made more practical	43	47	30	54
Subjects should be taught by activity methods	56	41	31	60
Subjects should be made more relevant to pupils' lives outside school	71	26	45	47

Base: All secondary and grammar school teachers responding to the three items

As Table 4.1.1 makes clear, there was very strong support for all three proposals. In particular, teachers agreed with the need to link the content of courses with pupils' lives outside school and to allow pupils an active role in the classroom. On the latter point, it is worth recalling that pupils themselves (especially the leavers) thought that activity methods helped them to learn (Tables 2.1.3 and 2.1.4). The introduction of a strongly practical element into subjects was also endorsed by a large majority of teachers, although here as many as 10 per cent of secondary and 13 per cent of grammar school teachers objected.

It is of interest to note that, in the final section of the teachers' schedule in which teachers were invited to add their own comments about RoSLA, a number of teachers sounded a warning against the shifting of responsibility on to teachers of practical subjects as a panacea for all the problems of RoSLA. Rather, it was argued, all teachers had a part to play in catching the interests and fulfilling the needs of the early leaver. Interestingly, it was teachers who expressed less apprehension about problems arising from RoSLA who also tended to give greater support for redirecting the curriculum in more practical ways.

Responses to the three further proposals for curriculum change are reported in Table 4.1.2. Among secondary teachers, the breaking down of subject boundaries by the use of projects or integrated study methods received most support. A large percentage of secondary teachers also considered that the introduction of new subjects or new content would be beneficial. A considerable proportion (45 per cent) of secondary teachers did not, however, favour the proposal to restrict changes in the curriculum to existing subject boundaries. Slightly more grammar school teachers, on the other hand, approved of containing curriculum changes within traditional boundaries than of integrating subjects or of introducing new subjects or subject contents.

Among secondary, but not grammar school teachers, those who envisaged major problems emerging with RoSLA were also more likely to be opposed to curriculum changes which involved either the rethinking of subjects within existing boundaries or which entailed the breaking down of subject barriers by the use of the integrated approach.

Table 4.1.2: Further Changes in Content and Method. *Percentages of teachers agreeing or agreeing strongly with three further proposals for curriculum and method changes*

	Secondary		Grammar	
	Agree strongly	Agree	Agree strongly	Agree
Rethink subjects within traditional boundaries	10	45	19	53
Breakdown boundaries use integrated approach	46	44	26	39
Introduce new subjects or contents	34	48	24	45

Base: All secondary and grammar school teachers responding to the three items

Summarising teachers' responses to this section, it can be said that, in general, teachers were clearly aware of the need for change and were also willing to make the necessary personal effort to accomplish it. It is of some significance in this respect that the need for a radical re-appraisal of the whole philosophy of secondary education was raised, quite spontaneously, by a number of teachers in the final 'open' section of the schedule.

EDUCATIONAL VISITS

The last year at school is a period when youngsters are becoming increasingly aware of the adult world outside school. For many early leavers confinement to the classroom for the whole of the working day is an irksome restriction. As well as being popular with pupils, educational visits have been recognised by teachers as a useful way to help bridge the gap between school and the community outside. Yet out-of-school visits are not without their problems. In fact 58 per cent of secondary and 54 per cent of grammar school teachers in the sample reported that they had experienced some difficulties with outside visits. What were these problems?

Table 4.1.3: Problems with Visits. *Percentage of teachers reporting various problems encountered in out-of-school visits*

Cost to pupils	60
Staff shortages	64
Timetable difficulties	62
Bad behaviour of pupils	12
Other problems	22

Base: All secondary and grammar school teachers who stated that they had found difficulties with outside visits

Problems mentioned by 60 per cent or more of teachers were the expense to pupils, some of whom could not afford the cost, staff shortages with the attendant difficulty of supervising large numbers of pupils, and the upset to school timetables. Discipline problems, however, were mentioned by only 12 per cent of the teachers who had found difficulties with outside visits. A number of teachers (22 per cent) also added their comments in the fifth 'open' category. The difficulty most often reported here was that of transport, a topic upon which some teachers felt strongly enough to comment further at the end of the schedule. It was felt by these teachers that more support could be forthcoming from the L.E.A. to help in buying minibuses. Teachers in schools which had their own transport had obviously found this had helped greatly in organising outside trips. A few teachers also complained that they were encountering difficulties in obtaining approval from the L.E.A. for their visits. The prevailing political situation was also curtailing outside visits in some schools in the Province.

4.2 EQUIPMENT AND ACCOMMODATION NEEDS

In order to discover which particular types of accommodation and equipment were thought most necessary, teachers were asked to indicate on a list provided (a) those items which they found useful in teaching the early leaver and (b) those they considered lacking in their present schools. Teachers' replies to these queries are reported in Tables C4.2.1 and C4.2.2.

EQUIPMENT NEEDS

Audio-visual aids such as films and projectors, television and tape-recorders were most often mentioned by teachers as being useful items of equipment. In secondary schools, teachers of languages and those teaching the physical or social sciences were most likely to find films or film strips and slides useful. Secondary teachers of English and other languages more often than other subject teachers said they found tape-recorders useful, while teachers of science and those teaching the social sciences frequently mentioned the value of film and strip projectors. Television was also regarded as a valuable teaching aid by a wide variety of secondary teachers.

While the use of visual aids did not appear so necessary to teachers in grammar schools, they most often approved of the same type of equipment as did their counterparts in secondary schools. The usefulness of films, strips and slides together with projection equipment was particularly frequently mentioned by grammar school teachers of languages and the physical and social sciences.

More specialised items such as musical instruments or geographical and sports equipment were naturally most often seen as useful by the relevant subject teachers. However, teachers in other subject areas often found such equipment useful in their own work. Art and craft materials, for example, were mentioned as being valuable by over 40 per cent of all secondary teachers, while more than one in every four teachers in grammar schools regarded certain geographical equipment as valuable teaching aids. These proportions are, of course, somewhat inflated by the fact that teachers with subsidiary subjects would have been answering for these in addition to their main teaching subject.

The items which teachers most often reported as being lacking in their schools were those which teachers also most often found useful. There were, nevertheless, few instances in which the replies of teachers indicated a severe shortage throughout schools of a particular piece of equipment. Teachers of science in secondary schools and teachers of physical and cultural subjects in grammar schools most often drew attention to the shortage of tape-recorders. Cine equipment, projectors, films and slides were most frequently found wanting in secondary schools by teachers of cultural subjects and in grammar schools by those teaching English and practical subjects.

ACCOMMODATION NEEDS

The accommodation which secondary teachers most often regarded as useful was a school library. However, while over 40 per cent of secondary teachers considered a library to be useful in their work, only 5 per cent said it was actually lacking in their own school. The provision of a projection room, where visual aids could also be stored and tape recordings made, was considered useful by 31 per cent of secondary teachers (particularly those teaching languages). This was also the item of accommodation most often thought to be lacking in secondary schools.

Other rooms and facilities often mentioned as being useful by secondary teachers were art and crafts rooms, sports facilities, interview rooms and practical workshops. In addition to a projection room, secondary teachers were most likely to complain of the lack of a recreation room for discussions and school clubs, and of general storage facilities (especially for scientific and mathematical equipment). The lack of a car maintenance bay was mentioned by a number of secondary teachers, as was an interview room for careers guidance and counselling. Teachers of practical subjects were particularly likely to record the lack in their school of a flat where housecraft could be practised.

Grammar school teachers most often noted the usefulness of projection rooms, school libraries, sports pitches and facilities, interview rooms and practical workshops. Facilities most often found lacking by grammar school teachers were rooms for pupil recreation and general storage and projection rooms.

4.3 FURTHER TRAINING

It has already been noted that teachers have shown awareness of the need to devise curricula and methods suited to the young school leaver, for example by making the work of the school relevant to the lives of their pupils outside. In addition, we have seen that certain of the teachers were concerned about the problem of countering pupil boredom with school and about anticipated discipline problems (Part 2.3). Ways in which teachers might be helped to meet these challenges, through further training and experience, are now discussed.

One area of experience about which, it has been claimed, teachers would find increased knowledge useful is that of conditions of work in industry, commerce or other spheres of employment. When this proposal was put to the teacher sample, it was approved by 80 per cent of all secondary and 63 per cent of all grammar school teachers.

Among secondary teachers, greater support for the proposal came from those teachers who expected to encounter major difficulties with RoSLA than from those who did not anticipate major problems. There were, however, no significant differences in the demand for greater knowledge about work conditions between male and female teachers, nor among teachers differing with respect to subject or ability level taught, type of training or length of service.

Among those secondary teachers who disagreed with the proposal 53 per cent said they already had sufficient knowledge about the different spheres of work while 47 per cent thought such information was not necessary to their function as a teacher. With the grammar school teachers 38 per cent said they were already well informed on the matter and 62 per cent felt it was unnecessary for them as teachers.

The work fields of which teachers said they would find increased knowledge most valuable were industry (over four-fifths) commerce and business (over two-thirds) and other fields such as social work, nursing, agriculture and trades (just under one-quarter):

Table 4.3.1: Work Information. *Percentages of teachers who said they would find knowledge of various work fields valuable*

	Secondary	Grammar
Industry	84	81
Commerce	67	70
Other	24	25

Base: All secondary and grammar school teachers who said knowledge of work fields would be valuable

Within secondary schools increased knowledge about the workings of industry was requested more often by male than by female teachers and by teachers of the least able pupils and pupils of all ability levels more often than by those teaching either average or most able pupils. Secondary teachers in the different subject groups tended to differ in the value they put on acquiring knowledge of the business or commercial world, with teachers of mathematics, languages and English expressing most interest and teachers of science and those teaching physical - cultural subjects expressing least interest.

In addition to gaining experience of work conditions, teachers were also asked to indicate whether there were other training courses that they would find helpful in coping with RoSLA. Their responses are reported in Table 4.3.2.

Table 4.3.2: Further Training. *Percentages of teachers reporting the kinds of further training that would help*

	Secondary	Grammar
A course in social science or social psychology	46	48
A course covering new developments in curriculum and method	79	63
Discussions with other teachers to pool experience	74	54
Base: All secondary and grammar school teachers		

Among teachers in both secondary and grammar schools there was strongest support for courses dealing with new developments in their own particular subject. Nearly three-quarters of the secondary and over half the grammar school teachers also supported the idea of having conferences in which they could discuss problems and share experiences. While courses in social science or social psychology in which teachers could find out more about the background and behavioural problems of the early leaver received less support, there was still a substantial proportion of teachers who thought such insights would be useful.

Teacher concern for the need for re-training was made further apparent from comments which teachers made in the final 'open' section of the schedule. One particular point which was stressed here was that re-training should be continuous and systematic, and that it should not be left entirely to individual teachers to acquaint themselves with new developments through television programmes or by incidental reading.

Summarising the views of teachers on changes that would be needed, it can be said that teachers themselves were very much alive to the need for rethinking of secondary courses and for re-training to cope with the new challenges posed by RoSLA. It was also clear from the widespread support for various proposals connected with both these aspects that teachers were themselves ready to make the necessary personal effort. However, as a number of teachers pointed out, the initiative should not be left entirely to teachers themselves. What was needed was a continuing and systematic programme of training and of evaluation of the secondary curriculum. In this respect the growth of teacher centres must be seen as a valuable contribution.

Generally teachers were rather more likely to feel hampered in their work by lack of suitable accommodation than by lack of equipment. The units of accommodation most often reported as lacking were projection and visual-aid rooms, rooms for pupil recreation and discussion, and storage space for specialist equipment.

PART 5: HOME AND SCHOOL

Part 5 is in three sections. In the first section the home background of a representative sub-sample of pupils is described. This information is related to whether the pupils actually left school at 15, transferred to technical education or remained at school for at least another year.

Section 5.2 describes quantifiable aspects of the structure, staffing and organisation of the fifty schools participating in the enquiry. The information was here related to whether the schools had above or below average proportions of leavers, transferrers and stayers.

The final section describes the lines of communication between home and school and the sampled teacher and parental opinions on home-school contacts.

5.1 THE HOME

To what extent are the home circumstances of 15-year-olds related to their decisions to leave, transfer or stay at school? To answer this question nineteen indices of the economic, social, cultural and educational conditions of the home were selected as the most relevant of the many variables that combine to produce the reality of the youngster's home life. The information was obtained by visiting the homes of one in ten of the pupil sample and using interviewers and parents as informants.

There were 213 secondary school pupils and 71 grammar school pupils for whom we had both information on actual leaving, transferring or staying behaviour together with information on home circumstances. Tables C5.1.1 - C5.1.5 in the Appendices detail the analyses of these variables. Since few grammar school pupils left or transferred, the information on the homes of these pupils is presented overall.

SOCIAL CLASS AND THE ECONOMIC POSITION OF THE HOME

To assess a household's income level, the interviewers estimated the relative prosperity of the home by taking into account the quality and quantity of visible household appliances and furnishings. The efficiency of the mother was assessed on the observed tidiness of the home without reference to material possessions.

The father's occupation was classified according to the five social class groupings used by the Registrar General (1966 Census) and was found to be closely related to the type of school a youngster attended and the 15-year-old's decision to leave, transfer or stay at secondary school (Table 5.1.1).

Table 5.1.1: **Social Class.** ***Percentages of fathers in the Registrar General's social class groupings***

Social Class		Secondary L	T	S	Grammar All
I	Professional	0	0	3	11
II	Managerial	8	32	29	49
III	Clerical/skilled manual	42	32	39	31
IV	Semi-skilled	30	21	20	7
V	Unskilled	20	16	9	1

Base: All parents interviewed

Within the secondary schools the fathers of forty-two per cent of the pupils were employed in semi- or un-skilled manual occupations. Half the early leavers but only thirty-seven per cent of transferrers and twenty-nine per cent of stayers had fathers in these occupations. Conversely, youngsters with parents in professional or managerial occupations were in the majority at grammar schools, as distinct from nearly a third of the transferrers and stayers but only eight per cent of the leavers at secondary schools.

Social class was also found to be associated with all the other indices of home circumstances with the exception of mother's employment. In turn, most of the indices of home circumstances were related to the pupils' decisions to leave or stay at school. Exceptions among the economic indices were the employment situation of both parents.

The proportion of unemployed fathers among secondary pupils was fourteen per cent and varied slightly from thirteen per cent of early leavers' fathers to seventeen per cent of the fathers of transferrers. Seven per cent of the fathers of grammar school pupils were also unemployed. Few fathers were in part-time employment but the mothers of nearly a quarter of the early leavers and just under a fifth of the pupils remaining in full-time education were employed part-time.

Some sixty per cent of the mothers of early leavers were not employed outside the home by comparison with over seventy per cent of the mothers of secondary school stayers and transferrers.

The housekeeping of most of the mothers of secondary pupils and all but five per cent of the grammar school pupils was considered to be efficient or very efficient. Twenty per cent of the mothers of secondary pupils were considered to be inefficient, and of these two-thirds had sons and daughters who left school at 15.

The proportion of early leavers with inefficient mothers was one in four while a slightly greater proportion came from homes rated as having a below-average income. In general one in five of the secondary pupils and one in twenty of the grammar school pupils came from the poorer homes.

The probability that a pupil came from a family with an above average income was three times greater for the secondary pupils who stayed at school than for those who left. In general, a low family income, a father in a semi- or un-skilled occupation and an inefficient mother were closely associated with early leaving. But the average pupil who left school at 15 did not experience all these disadvantages. Their fathers tended to be in manual occupations while family income and maternal efficiency were average, although rarely above average.

EDUCATIONAL AND CULTURAL HOME CONDITIONS

The parents of this generation of pupils were at school in the days when they could receive all their formal education, without transfer, at the local public elementary school and start work at 14. Alternatively, they could continue their full-time education at the local school after 14 or transfer to a technical college, commercial college or a grammar school, followed in some cases by a university. Tables 5.1.2 and 5.1.3 summarise the educational backgrounds of the parents of secondary and grammar school pupils.

Table 5.1.2: Terminal Educational Age of Parents. *Percentages of parents who completed their education before and after the age of 14*

	Secondary			Grammar
	L	T	S	All
Neither parent remained at school after 14	83	46	54	24
Only father remained after 14	7	8	9	9
Only mother remained after 14	5	26	15	18
Both father and mother remained after 14	5	21	22	49

Base: All parents interviewed

Table 5.1.3: Type of Full-time Education last received by Parents. *Percentages of parents who attended public elementary school*

	Secondary			Grammar
	L	T	S	All
Both parents attended a public elementary school	82	56	63	30
Mother attended public elementary school only	10	10	7	11
Father attended public elementary school only	5	18	17	24
Neither mother nor father attended public elementary school only	4	15	14	34

Base: All parents interviewed

There are large and statistically significant differences in the educational histories of the parents of grammar and secondary school pupils. Three-quarters of the grammar school pupils and approximately half of the secondary pupils who remained in full-time education had at least one parent who had experienced extended education, but the parents of four out of five of the early leavers had themselves left school at the statutory leaving age. Overall, sixty-eight per cent of the parents of secondary school pupils had left school at 14 and two out of three of their children were among the early leavers. Similarly, the proportion of early leavers with parents who had both completed their education at public elementary school was far higher than for any other group.

In general, therefore, a pupil is more likely to remain at school if at least one parent had experienced extended education. In our sample of parents more mothers than fathers had continued their full-time education at 14. Consequently, while the evidence indicates a large significant difference in the education of the mothers of early leavers as compared with secondary pupils who remained in full-time education, no such difference was found for the fathers of these pupils.

The type and extent of the education received by a youngster's brothers and sisters may also be an important influence on his views of education. Nearly three-quarters of the grammar school and a third of the secondary school pupils had at least one brother or sister who had attended or was attending grammar, technical or comprehensive school until 18. Although proportionally fewer early leavers than stayers or transferrers had a sibling remaining at school until 18, nearly a quarter of them had a brother or sister in this category. Obviously, these youngsters came from families that allowed for wide individual differences in the length of their children's education.

Formal education is not an infallible predictor of the cultural level of the parents and their regard for academic pursuits. Another indicator is the number of books in the home and the parents' reading habits. Over half of the early leavers had under five books in their homes and a similar proportion of their mothers and just under half their fathers were reported as not liking reading, a view shared by about a third of the parents of the other groups of pupils. Although there were few differences in the reported reading habits of the parents of the pupils remaining in full-time education after the statutory leaving age, the proportion of secondary stayers with no more than five books in their homes was double that of the grammar school pupils. It appears therefore that parental interest in reading and level of parental education distinguishes between both pupils in secondary and grammar schools and between leavers and stayers.

FAMILY SIZE AND HOME CIRCUMSTANCES

Home for the average secondary pupil was a terraced house (59%) while the majority of grammar school pupils lived in detached houses (52%). None of the grammar and under five per cent of the secondary school pupils lived in flats, rooms or substitute housing (e.g. caravans).

The majority of homes had three bedrooms but the number of occupants varied greatly. The average number of occupants in the grammar school pupils' homes was 5.8 but for the secondary school pupils it was 6.8. There was an even larger difference between the average number of people living in the early leavers' homes (7.3) and in the homes of pupils staying on in secondary schools (5.9).

A bedroom index was calculated by dividing the number of bedrooms in a home by the number of occupants and multiplying by a hundred so that the lower the resulting index the greater the overcrowding.

Table 5.1.4: **Bedroom Index.** ***Percentages of pupils living in homes with overcrowded bedrooms***

Overcrowding Index		Secondary L	Secondary T	Secondary S	Grammar All
0-33	More than 3 people per bedroom	28	21	12	6
34-66	More than 1.5 people per bedroom	59	46	59	47
Over 66	Less than 1.5 people per bedroom	13	33	29	48

Base: All pupils whose parents were interviewed

Over a fifth of the secondary pupils lived in homes in which there were more than three people per bedroom. In such circumstances the youngster is unlikely to have much space to himself and the home can be said to be overcrowded. Over two-thirds of the secondary pupils who lived in homes rated as overcrowded left school as soon as possible, while a similar proportion of the youngsters living in more favoured homes in which there were less than 1.5 people per bedroom stayed at school or transferred to technical college.

Nearly all the pupils lived with both parents but eight per cent of the secondary and six per cent of the grammar school pupils lived with their mothers without a father or father substitute. The average number of children in a family was larger for early leavers (6.3) than for the pupils transferring to technical (5.4) or remaining at secondary (4.5) or grammar schools (4.1). But the average number of children in the early leavers' families who were still at school, and therefore still dependent on their parents, was only marginally greater (3.9) than for the pupils staying on at technical and grammar (3.3) or secondary (3.1) schools.

There are two possible explanations for this finding. First is the previously described evidence that a smaller proportion of the siblings of early leavers remain at school until

18. Secondly, there were fewer only and eldest children among the early leavers. Table 5.1.5 shows that there were very few youngsters who were only children but while over 40 per cent of the grammar pupils and a quarter of the secondary stayers were the oldest in the family under 20 per cent of the leavers held this position.

Table 5.1.5: Position of Pupils in Family. *Percentages of pupils in various ordinal positions in their families*

	Secondary			Grammar
	Leaving	Transferring	Staying	All
Only child	1	8	2	3
First child in family	19	13	25	41
Second child in family	24	19	34	22
Third child in family	15	8	22	14
Fourth child in family	11	8	3	10
Fifth child in family	10	5	2	7
Sixth and over	20	12	12	4

Base: All pupils whose parents were interviewed

In general, though the early leavers lived in more overcrowded conditions than other pupils and were from larger families they tended to have similar numbers of siblings still at school.

HOME CONDITIONS AND PUPILS' WORK AT HOME

Does an overcrowded home affect the amount of time a pupil spends on his homework? Is family size related to the amount of time spent on helping in the home?

During the home interviews parents were asked how frequently the youngsters helped around the house and also how much time they spent on their homework. Parents also indicated whether or not they were satisfied with the time spent on homework.

Most pupils helped at home at least occasionally, but, as Table 5.1.6 shows, the parents of seventeen per cent of the early leavers reported that they hardly ever or never helped at home.

Table 5.1.6: Help at Home. *Percentages of pupils helping at home*

Pupil help at home	Secondary Leaving	Transferring	Staying	Grammar All
Very often	30	46	34	24
Quite a lot	33	28	22	38
Sometimes	21	26	39	31
Hardly ever	17	0	5	7

Base: All parents interviewed

A high proportion of the transferrers frequently helped out at home. This is probably because sixty-four per cent of these pupils were girls and in general girls helped their parents far more frequently than boys.

The amount of time given to helping at home was also related to the size of the youngster's family. Secondary and grammar school pupils with five or more brothers and sisters still at school tended to help their parents far more often than those with fewer siblings at school.

Nearly all the grammar and the majority of secondary school pupils were reported as spending at least a fair amount of time on their homework. The parents of nearly half the early leavers but under one in five of the transferrers reported that their youngsters spent hardly any time or no time at all on their homework. However, about half the parents of both these groups of pupils reported that they would like the youngsters to spend more time on their homework. The majority of the parents of secondary stayers and grammar school pupils considered the youngsters spent about the right amount of time on their homework. Only a very few parents wanted the youngsters to spend less time on their homework.

Table 5.1.7: Homework. *Percentages of parents reporting on the relative time pupils spend on their homework*

Time pupil spends on homework	Secondary L	 T	 S	Grammar All
A lot of time	12	23	31	30
A fair amount of time	42	59	51	66
Hardly any time/no time	46	18	19	4

Base: All parents interviewed

Over a third of the boys' parents, in comparison with under a fifth of the girls' parents, considered that the pupils did very little homework. Consequently, the majority of girls' parents considered that the right amount of time was spent on homework; whereas just over half the boys' parents wanted their sons to spend more time on their homework.

The size of a pupil's family and whether or not his home was overcrowded was not related to the amount of time a youngster spent on his homework.

In general, although early leavers did not help at home any more than other pupils in secondary and grammar schools, they spent less time on homework than their contempories.

The pupils' home circumstances were related to the amount of time they spent helping at home but not the time spent on homework, although it should be noted that parents could have very different interpretations of what was a fair amount of time to spend on homework. It is clear, however, that few parents think their youngsters are given too much homework.

Finally, although the home circumstances of boys and girls did not differ in any significant way girls spent more time both in helping in the home and in doing their homework than boys.

5.2 THE SCHOOL

In this section we examine the information provided by head teachers on physical, organisational, staffing and socio-economic aspects of the pupils' schools. All of the indices examined may affect the pupils' educational experience and the conditions in which the staff teach, and, unlike such factors as course content, they are standard for all pupils and teachers in a school. Therefore, as this information is related to the percentages of sample pupils in the school who left at 15, transferred to technical colleges or remained at school for another year, we can look at the differences and similarities between schools rather than between groups of pupils.

RATES OF LEAVING, TRANSFERRING AND STAYING

There were distinct differences in the proportions of leavers and stayers at grammar and secondary schools. There was no overlap between the proportion of pupils remaining at secondary (6-65%) and grammar schools (83-100%), or between the proportions of pupils leaving secondary (21-82%) and grammar schools (0-9%). However, the range in the proportion of transferrers from grammar (0-17%) slightly overlapped the range from secondary schools (0-67%); though the sample numbers were very small in the two grammar schools from which over ten per cent of the sample pupils transferred to technical education. Overall, less than four per cent of grammar school pupils transferred and less than three per cent left school at 15 (Section 1.5). Therefore, as there was little variability among these schools, the information on grammar schools is presented overall.

Half the sample pupils in the secondary schools actually left school at the statutory leaving age, seventeen per cent transferred to technical education and thirty-three per cent remained at school. For the school analyses we were particularly concerned with the proportion of pupils who completed their formal education at 15. The schools were therefore classified on whether above or below average percentages of pupils actually left at 15. In Table 5.2.1 the schools are also classified on whether above or below average percentages of pupils were transferrers or stayers.

Table 5.2.1: Proportions of Leavers, Transferrers and Stayers. *Percentages of secondary schools with above and below average proportions of transferrers and stayers*

	Below average proportions of leavers (<50%)	Above average proportions of leavers (>50%)	All Secondary Schools
STAYERS:			
Below average (<33%)	61	67	64
Above average (>33%)	39	33	36
TRANSFERRERS:			
Below average (<17%)	33	80	55
Above average (>17%)	67	20	45

Base: All secondary schools

Rates of leaving are largely independent of, or unrelated to, rates of staying; the slack is taken up by rates of transfer. The result is that schools with below average leaving rates, instead of having above average staying rates, tend to have above average transfer rates. Schools with above average leaving rates have not only below average staying rates, but also below average transfer rates. This inverse relationship between leaving and transfer, which was statistically significant, re-emerges in the by-school factor analysis in Section 7.3, where it is again seen to be independent of rates of staying.

It would seem that in 1972 a pupil's decision to leave or transfer to technical education was partly governed by educational provision in his area. The secondary schools with the highest leaving and lowest transfer rates were in the cities of Belfast and Londonderry, which suggests that these areas were a-typical as far as opportunity for transfer to technical education was concerned.

THE PHYSICAL ASPECTS OF SCHOOL

The physical aspects of the school include school size, the size of fifth and sixth forms, whether it has a co-educational or single-sex pupil intake and the facilities available for staff and pupils. The only one of these indices related to the proportion of early leavers in a school was the sex of the pupil intake (Table C5.2.1). The boys' schools differed from all other schools. In over half the single sex girls' and the co-educational secondary schools the majority of pupils transferred or remained at school for another year. However, in all but one of the seven boys' schools leavers were in the majority.

The schools in the sample varied in size from 158 to 1,200 pupils. Although size was not significantly associated with the proportion of pupils who left the school at 15 there was a tendency for smaller schools to have below average proportions of leavers and larger schools to have an above average leaving rate.

The size of a fifth and sixth year obviously was partly dependent on the size of the school. Therefore a percentage ratio was derived for both fifth and sixth years in each school based on the number of pupils in forms one to four. Six secondary schools had no pupils in a fifth year, including 4 schools with a low proportion of early leavers, and 18 secondary schools had no sixth year. The proportions of pupils in the fifth and sixth years were not related to the proportion of early leavers, although five of the six schools with a comparatively large number of pupils in the sixth form had a low proportion of early leavers.

The information on facilities and equipment in the schools encompassed their presence or absence, but not their adequacy. Difference among the schools in their number and type of facilities appeared to be rather slight and none of these differences was related to pupil tendency to leave. All but one secondary and three grammar schools had at least one of each of the following audio-visual aids: radio, television, tape-recorder, moving film projector and film strip or slide projector.

The accommodation facilities present in all secondary schools included a gymnasium, science laboratory, hall with stage, a dining room separate from the assembly hall and a special art or handicraft room. One grammar school lacked an art room and two lacked separate dining-room facilities. All the grammar schools had their own playing fields and a library, but the latter was not available in a girls' secondary school and two girls' secondary schools had no playing fields.

The major differences between facilities in grammar and secondary schools were in the provision of language laboratories and facilities for non-academic subjects. A language laboratory was present in just over half the grammar schools but in only four secondary schools. Conversely, all the co-educational and boys' secondary schools had facilities for woodwork and metalwork but woodwork facilities were present in only one of the five boys' and in three of the six co-educational grammar schools. All of the grammar and secondary schools with girl pupils had equipped domestic science rooms, but none of these grammar and only thirty-one per cent of these secondary schools had a housecraft flat.

Fifth and sixth form centres were present in two grammar schools and one secondary school. A careers/counselling room was available in fifty-three per cent of the grammar and forty-five per cent of the secondary schools.

YEAR GROUP ORGANISATION AND EXAMINATIONS

There was variation among schools in their methods of class organisation and also variation between year groups within the schools. Six categories of year organisation were used: mixed ability classes for all, mixed ability classes with 'setting' in not more than two subjects, 'setting' for most individual subjects, a combination of 'setting' and streaming, two or three broad ability bands and streaming according to ability. The class organisation used for first to fourth year groups in relation to the proportions of early leavers in the schools is summarised in Table 5.2.2.

The variation among secondary schools in the organisation of each of the years one to four, was not statistically significant. However, from Table 5.2.2 it looks as if the majority of schools with below average proportions of early leavers had a fairly consistent policy of streaming their classes from first to fourth year, while schools with higher proportions of early leavers were less likely to stream in the first and second forms and more likely to stream for third and fourth years.

'Subject setting' was used in only one school with an above average proportion of early leavers, but eleven per cent of the schools with below average leaving favoured 'subject setting' for second year and twenty-eight per cent for fourth year pupils. This trend was comparable to the increased use of 'subject setting' from first to fourth years in grammar schools.

Although there were no statistically significant differences between grammar and secondary schools in their class organisation of first to third years, the differences in the fourth year's organisation were significant, with over half the grammar schools favouring 'subject setting' and three-quarters of the secondary schools using streaming by ability.

Table 5.2.2: Class Organisation in First to Fourth Form. *Proportions of schools with different types of class organisation*

	Secondary		Grammar
	Below average proportions of leavers(<50%)	Above average proportions of leavers(>50%)	All
FIRST YEAR			
Mixed ability classes	22	53	53
Subject setting	6	0	6
Ability banding or streaming	72	47	41
SECOND YEAR			
Mixed ability classes	22	47	41
Subject setting	11	7	6
Ability banding or streaming	66	47	53
THIRD YEAR			
Mixed ability classes	11	13	35
Subject setting	22	7	12
Ability banding or streaming	66	80	53
FOURTH YEAR			
Mixed ability classes	6	0	24
Subject setting	28	7	53
Ability banding or streaming	66	87	24

Base: All secondary and grammar schools

The curriculum for 13-14 to 15-16 year olds in the majority of secondary schools was organised by a system of complete course choice (e.g. commercial or technical or G.C.E.). However, thirty-three per cent of secondary schools with below average proportions of leavers and eighty-eight per cent of grammar schools, arranged the curriculum by a system of required subjects plus options.

All but two secondary schools entered pupils for external examinations. All the grammar schools entered pupils for G.C.E. 'O' level and 'A' level but only one of these schools entered pupils for examinations in C.S.E. (Table C5.2.2).

G.C.E. 'A' level subjects were being taken in forty-six per cent of the secondary schools, 'O' level in seventy-three per cent and C.S.E. in sixty-four per cent of these schools. Differences among secondary schools in the provision of opportunity to take G.C.E. 'O' level and C.S.E. examinations were not associated with differences in the proportions of pupils who left secondary schools. However, schools differed with regard to the more vocational type of examination such as R.S.A. and Technical Entrance, which were being taken in eighty-three per cent of the secondary schools with low proportions of early leavers but in only forty per cent of schools with a high proportion of leavers.

In fifteen per cent of the secondary schools all the fifth year pupils were taking examinations in G.C.E. 'O' level only. In six per cent all fifth year pupils were sitting for C.S.E. only, and in three per cent of these schools all pupils entered examinations in G.C.E. 'O' level and C.S.E. However, in the majority of secondary schools fifth year pupils were given a choice of taking either G.C.E. 'O' level or C.S.E. examinations.

The decision to enter a pupil for external examinations was made in the third year in the majority of secondary schools, while in the majority of grammar schools pupils were assumed to be taking external examinations from the time they entered the school. Differences among secondary schools in the stage in the pupil's career at which such a decision was made were not related to the proportion of leavers in the schools.

SCHOOL STAFFING

The head teachers supplied general information on the numbers, age and turnover of teaching staff in the schools, the type and frequency of staff meetings and the numbers of teachers specialising in school counselling and careers' advice.

Three-quarters of the secondary and grammar schools had their full complement of teaching staff. Few schools had no staff changes in the school year 1970-71 but staff turnover in just over half the secondary and three-quarters of the grammar schools was less than ten per cent.

The pupil-teacher ratio, calculated by dividing the number of pupils in a school by the number of full-time teaching staff, was on average 17.5 for grammar school pupils per teacher and 18.5 for secondary school pupils per teacher. In common with all but one of the other indices of staffing, that for school counsellors, the pupil-teacher ratio was not related to the proportions of early leavers in the schools (Table C5.2.3). Indeed, so far as pupil-teacher ratio was concerned, it was notable that five of the six secondary schools with the highest pupil-teacher ratios (20 or more pupils per teacher) had below average proportions of early leavers.

In over half the secondary and a third of the grammar schools over a quarter of the staff were aged 25 or under. These less experienced teachers were in the majority in three of the secondary schools. In all the other sample schools the majority of teachers were aged between 26 and 45 years old. In twelve per cent of secondary and forty per cent of grammar schools more than a quarter of the staff were aged 46 or over.

All of the sample schools had at least one teacher who specialised in careers' work. Sixty per cent of these careers' teachers in secondary but only twenty-three per cent in grammar schools had undertaken some type of training to help them in their work. The length and type of this training ranged from one day seminars to an exceptional six-month diploma course. In general, however, the training had consisted of two to seven day courses.

Only thirteen secondary and three grammar schools had school counsellors as distinct from careers' teachers. However, there were school counsellors in sixty per cent of the secondary schools with an above average proportion of early leavers. Obviously this was not a cause and effect relationship. Rather, schools in which the majority of pupils reject extended education may tend to be particularly eager to try out innovatory ideas for helping their pupils.

Specialist counsellors are a recent addition to Northern Ireland secondary schools and therefore it is not surprising that none of the grammar school counsellors had received any training. Just over half the secondary school counsellors had received some training in this work, with training periods ranging from one to six days. Only one counsellor had attended an extensive eighteen-month course.

REMEDIAL TEACHING AND ORGANISATION IN SECONDARY SCHOOLS

Remedial tuition was provided in all but six per cent of the sampled secondary schools, with the percentages of remedial pupils varying from five to thirty per cent. The proportion of remedially taught pupils was over ten per cent in a third of the secondary schools, but three-quarters of the head teachers estimated that over ten per cent of their pupils required remedial teaching.

The schools with above and below average proportions of early leavers differed significantly in the ways they organised remedial education (Table 5.2.3). Schools with above average proportions of early leavers were rather less likely than those with a minority of early leavers to provide remedial education in small remedial groups to which pupils came from their ordinary classes. Conversely, the use of special classes only, or special classes in combination with remedial groups, was more often to be found in schools with above rather than below average proportions of early leavers.

Table 5.2.3: Remedial Organisation in Secondary Schools. *Proportions of secondary schools with various types of remedial organisation*

Remedial organisation	Secondary Below average proportions of leavers (<50%)	Above average proportions of leavers (>50%)	All
No provision for remedial or special education	6	7	6
Special class(es) only	22	33	27
Remedial group(s) only	39	7	24
Special class(es) and remedial group(s)	33	53	42

Base: All secondary schools

In eighteen per cent of the secondary schools there were no special class teachers. Of the 51 remedial teachers in the other secondary schools, thirty-one per cent had received at least one year's training as recognised by the Ministry of Education. The number of special class teachers as a proportion of the pupils in forms one to four did not differ in schools with above and below average proportions of leavers (Table C5.2.4).

PUPIL PARTICIPATION IN THE SCHOOL AND HOME BACKGROUND INFORMATION

All of the grammar schools and all but one of the secondary schools had a prefect system. The head teacher chose the prefects in a quarter of the secondary and forty per cent of the grammar schools. In the remaining schools the prefects were chosen by the teaching staff or staff and pupils.

In 7 of the 33 secondary schools and 3 of the 17 grammar schools there was provision for pupil participation other than the prefect system. These schools had a school council, a staff-pupil council, a pupil representative council or a house-system run by pupils. None of the differences among schools in the way prefects were selected or in the extent of pupil participation was related to their proportions of early leavers. Nor were any of the indices to be discussed below (Tables C5.2.5 and C5.2.6).

There were social clubs or clubs for leisure interests in all but one of the grammar schools and 6 of the secondary schools. These clubs generally met out of school hours but in one in four of the secondary schools the clubs met at lunch time as well as out of school hours. The total number of clubs in the schools varied from one to 22. The most popular type of club activities were: drama, musical societies (17 schools), chess (16 schools), photography, and debating (15 schools). There was a boys' cookery club in 11 schools but only one school had girls' metal-work and woodwork clubs.

Relevant details on the pupils' home background and attainment were recorded on cumulative record cards by all but one of the grammar schools and 28 of the 33 secondary schools. The most frequently recorded details were examination results, teachers' reports, fathers' occupation and information on physical or psychological handicaps. Only one grammar, but one in every three of the secondary schools, had information on standardised intelligence and attainment tests administered by the school.

All schools were able to provide information on the percentages of pupils receiving free and reduced-price meals and all but two of the head teachers were willing to estimate the proportion of pupils' fathers who were unemployed. In the absence of uniformity in school record cards, this information was used to give some indication of the pupils' backgrounds and in particular the percentages of disadvantaged pupils in the schools.

One grammar school head but forty-five per cent of heads in secondary schools estimated that more than ten per cent of pupils' fathers were unemployed (Table C5.2.6). The difference in the estimates of unemployment was in accordance with the difference in the proportions of pupils receiving free or reduced-price school meals in grammar and secondary schools (Table 5.2.4).

Table 5.2.4: Free and Reduced-Price School Meals. *Percentages of schools with various proportions of pupils receiving free and reduced-price meals*

Percentage free meals	Secondary: Below average proportions of leavers (<50%)	Secondary: Above average proportions of leavers (>50%)	Secondary All	Grammar All
0 - 25	39	40	39	82
26 - 50	17	40	27	12
51+	44	20	33	6

Base: All grammar and secondary schools

Both home background indices differed significantly between grammar and secondary schools, but not between secondary schools with above and below average proportions of early leavers. As the table shows there was a tendency for schools with fewer leavers to have very high percentages of pupils receiving free or reduced-price school meals.

SUMMARY REVIEW

The information examined in this section was confined to factual and quantifiable details based on the schools. The details related to features of organisation, staffing and provision in the schools. These features are described and related, where appropriate, to rates of leaving, transferring or staying among pupils. The section will be complemented by the by-school analyses in Section 7.3.

One important finding to emerge was that secondary schools with the highest rates of leaving among pupils had the lowest rates of transfer. Since these schools were largely localised in Belfast and Londonderry it would seem that opportunities for transfer to technical colleges are more limited, or less availed of, in these cities than in the rest of the Province.

Boys' only secondary schools, with one exception, had above average rates of leaving as compared with girls' only and co-educational schools, where less than half had above average rates. We have seen (Section 1.5) that more boys than girls leave at 15, and that fewer boys transfer from secondary schools to technical colleges. All in all, the evidence suggests an inter-play of pupil preferences, school influences and opportunity for technical education.

Schools with above average rates of leaving reported a tendency to stream pupils in their third and fourth, rather than in their first and second years. Conversely, the majority of schools with below average leaving rates streamed from the first year. These schools also tended to make use of 'subject setting' in the third and fourth years.

Schools with higher leaving rates were tending to employ school counsellors and organise remedial tuition in special classes only or in special classes in combination with remedial groups. Few schools with a lower leaving rate employed counsellors, and they tended to organise remedial tuition in remedial groups rather than special classes.

The grammar and secondary schools differed particularly on the size of their fifth and sixth years, the proportion of their pupils taking examinations and the indices of pupil background.

The percentage of pupils receiving free and reduced-price meals was far higher in secondary than in grammar schools and secondary heads estimated that a far higher proportion of their pupils' fathers were unemployed than did grammar school heads. It was noted that neither of these indices was related to the proportion of leavers in the secondary schools.

5.3 HOME-SCHOOL CONTACT

Most parents' knowledge about the schools their children attend is achieved through secondary sources such as the youngsters' comments, the type and amount of homework they receive and the general impression of the school in the neighbourhood. Similarly, teachers gain their ideas about the pupils' homes in part through the type of neighbourhood in which the school is situated, the pupils' behaviour in class, their speech and dress.

Reliance on secondary information and little direct communication between the home and the school may result in mutual misunderstanding. For example, there are the differences already examined in the views of parents and teachers on the aims of education and the interests of the youngsters. We have seen that the majority of parents have had little personal experience of secondary education. How are they to learn what the teachers are trying to achieve? How are teachers to understand the aims and aspirations of those whose background and values may be very different from their own?

The traditional methods for bringing parents and teachers together have included events organised by the school and interviews during which parents discuss their problems or complaints with the head or the pupil's teacher. In some instances, parent or parent-teacher associations have been formed to help bridge the gap between home and school.

Parental opinions on the welcome they received at their youngster's school was sampled during the parental interviews. To investigate the extent and type of home-school contact in secondary schools, they were also asked if they had been invited to and attended any of the following events: an open-day, sports day, prize giving, school concert or play, careers talk, social evening or sale of work, medical examination, parent or parent-teacher association.

Parental behaviour and opinions are compared with the teachers' views on the importance of contact with parents and their experiences of successful and unsuccessful methods of encouraging parents to visit the school.

PARENTAL CONTACT WITH THE SCHOOL

Parents of pupils in all the sampled schools reported that there were events held which they could attend. But not all of the parents knew of all of these events. Parental views on the welcome they had received or they expected to receive on visiting the school for an organised event or personal interview are detailed in Table 5.3.1.

Table 5.3.1: Parental Opinions on the welcome they received. *Percentages of parents who considered they were made welcome or not made welcome at the school*

The parents considered:	Secondary Leavers	Transferrers	Stayers	Grammar All
You are made welcome	77	87	86	94
You are not made welcome	7	0	5	0
Neither/don't know	17	13	9	6

Base: All parents interviewed

Very few parents thought that the school staff did not welcome their visits, but there were some parents, notably nearly a fifth of the parents of secondary leavers, who had not only not visited the school but were unsure of the reception they might receive. In fact, thirty per cent of these parents, in common with a similar proportion of the parents of transferrers, had never attended a school event (Table C5.3.1) and half of both these groups of parents had not been for an interview with the head or staff in the school.

The reason most frequently advanced by all the parents to explain non-attendance at a school event was lack of time to visit the school (Table 5.3.2).

Table 5.3.2: Non-Attendance at School Events. *Percentages of parents giving various reasons for non-attendance at school events*

Reasons for non-attendance:	Leavers	Secondary Transferrers	Stayers	Grammar All
Did not seem worthwhile	17	9	9	14
No time to go	69	64	64	67
Distance from school	0	0	9	2
No events held	14	27	18	18

Base: All parents who had never attended a school event

The next most frequent explanation offered by the leavers' parents was that a visit to school did not seem worthwhile. This negative viewpoint was not so prevalent among other groups of parents, a large minority of whom considered that their youngsters' schools held no events. As other parents in the same schools reported attending at least one event, the parents who did not know about these occasions are obviously ill-informed either as a result of their youngsters withholding information or because of a lack of publicity for the events by the schools.

Which events were most successful in attracting parents to school? This is difficult to assess as parental attendance is clearly related to the proportions of schools holding any event (Table 5.3.3).

The most popular occasion in both grammar and secondary schools was the play, show or concert staged by pupils. In secondary schools the next most popular occasion was an open day or exhibition of work. In grammar schools it was the prize day. Although two-thirds of the secondary schools also held a prize day, this event attracted only a small proportion of the parents.

Table 5.3.3: Events Held. *Percentages of schools reported holding events and the percentages of parents attending them*

	Percentages of schools holding events		Percentages of parents attending events	
Event	Secondary	Grammar	Secondary	Grammar
Open day	91	76	42	39
Prize day	67	65	15	51
Sports day	61	88	9	29
School play	94	94	44	60
Careers meeting	55	53	11	25
Parents' association	33	42	4	15
Social events	64	76	21	21
Medical inspection	64	59	10	4

Base: Reports of parents from all sample schools

The least popular school attraction in secondary schools and the second most unpopular one in grammar schools was the parents' or parent-teacher association. Further information on these associations was available from head teachers. Table 5.3.4 details the heads' reports on the frequency of their meetings.

Rather less than half the grammar and only about a fifth of the secondary schools had a parents' association and those that did exist were in general rather inactive. Parents of secondary pupils were somewhat misinformed about the existence of parents' associations as the parents and the heads differ in their reports of the proportion of schools with associated parents' associations (Tables 5.3.3 and 5.3.4).

Table 5.3.4: Parents Associations. *Percentages of secondary and grammar school heads reporting the frequency of parents association meetings in the school year 1970-71*

	Secondary	Grammar
Once	0	12
2 or 3 occasions	6	24
4 or more occasions	15	6
No parents association	79	58
Base: All schools		

Apart from visits to school events approximately half the parents of secondary leavers and transferrers and two-thirds of the parents of secondary stayers and grammar school pupils had been to school to have a talk with the head or a teacher (Table C5.3.1). On these occasions most parents had discussed educational topics like the progress of their youngsters, their future careers or the curriculum.

Table 5.3.5: Topics of Parental Interviews. *Percentages of parents mentioning various topics of conversation in interviews with heads or teachers*

	Secondary			Grammar
Percentage of parents who:	L	T	S	All
Discussed an educational issue or problem	75	100	84	94
Had a complaint	20	16	26	2
Base: All parents who had been for a talk at school				

Some secondary school pupils' parents had also been to the school to answer or make a complaint. These complaints varied in content from dissatisfaction with a pupil's behaviour to worries about thefts in the schools.

In general, those parents who had contacted the school were satisfied with the welcome they received, but the evidence also reveals a substantial minority of parents who have had no direct contact with their youngster's secondary school.

TEACHER OPINIONS ON HOME-SCHOOL CONTACTS

Nearly all the secondary and grammar school teachers considered it important to know something about the home backgrounds of early leavers in order to do their job satisfactorily (C5.3.2). However, from Table 5.3.6 it can be seen that the majority of teachers thought that the parents of young school leavers, while not positively opposed to what the schools are trying to achieve, show no interest in supporting their work. Clearly this lack of interest is perceived by teachers as a major stumbling block in what they are attempting to achieve with these youngsters.

Table 5.3.6: Support given by Early leavers' Parents. *Percentages of secondary and grammar school teachers proposing various opinions on the support given to them by parents of early leavers*

	Secondary	Grammar
Positive support	25	42
Not interested	74	58
Positively opposed	1	0

Base: All secondary and grammar school teachers

Teachers can acquire knowledge about their pupils' parents and attempt to interest them in the school's work either by arranging meetings in the school or, possibly, by visiting the pupils' homes. Teachers' views on both methods of contact were sampled.

The importance of encouraging reluctant parents to visit the school was endorsed by all but ten per cent of the secondary and fourteen per cent of the grammar school teachers. Nearly all of the dissenting teachers considered that it was not worthwhile forcing uninterested parents to make the effort and nearly half the grammar school teachers who shared this opinion considered that some pupils are embarrassed by parental visits to the school (Table C5.3.3).

Table 5.3.7: Successful Methods of Encouraging Uninterested Parents to Visit the School. *Percentages of secondary and grammar teachers mentioning various events for encouraging uninterested parents*

	Secondary	Grammar
Open days	51	23
Parent-teacher associations	30	31
Personal invitations	56	54
Other (e.g. social events, school plays etc.)	11	5
No personal experience of any in this school	18	17
None very good	9	9

Base: All teachers who thought it important to encourage uninterested parents to visit the school

Over half of those teachers who advocated encouraging parents to visit the school had found the most successful method of achieving contact was a personal invitation to the parents (Table 5.3.7). A similar proportion of secondary school teachers, but under a quarter of the grammar school teachers, had found that the open day was a successful event. This difference in teacher opinion was clearly confirmed by the actual contacts made by the parents of pupils in these types of schools (Table 5.3.3).

Nearly a quarter of the secondary school and twelve per cent of the grammar school teachers had personal experience of unsatisfactory schemes for encouraging reluctant parents to visit the schools. No particular event was mentioned by more than half of the teachers (Table C5.3.4), but plays and concerts were most frequently cited by secondary teachers, and grammar school teachers mentioned parent-teacher associations.

The communication system between home and school is, or should be, a two-way channel. Considering the difficulty of getting the parents of many young school leavers to visit the school and teacher concern about the lack of interest shown by many of these parents, it is worthwhile considering the proposal that someone should visit the parents in their homes. Such a proposal received support from just under sixty per cent of secondary and just over fifty per cent of grammar school teachers.

Who should do the home visiting? Three-quarters of the teachers considered that the visits should be carried out by a social worker, while just over a half of them said that visiting should be done by the teachers themselves. These proportions overlap as some teachers said that either a social worker or a teacher could fulfil this function.

SUMMARY REVIEW

Parents in general felt that they were made welcome at school and nearly all of the teachers advocated home-school contacts. The positive nature of parental and teacher opinions of home-school contact was not wholly endorsed by parental behaviour, as nearly a third of the early leavers' and transferrers' parents had not attended a school event.

The school play or concert was the most popular event for grammar and secondary parents who visited the schools. This was closely followed by the open-day in secondary schools and the prize day in grammar schools. Teachers had not in general found the school play a successful method of attracting parents to the school. Secondary teachers had found the open-day to be a successful event and both grammar and secondary teachers had found that personal invitations were the most successful method of encouraging uninterested parents. The discrepancy between parental behaviour and teachers' experience of successful events may be attributed to the social nature of the school play or concerts. On these occasions parents may more usually talk with friends than with the teacher.

Parents' or parent-teacher associations were not a popular means of promoting home-school contact and were present in only a few schools.

PART 6: ACHIEVEMENT AND OPPORTUNITY

Part 6 is in two sections. The first section examines the relationship between pupils, as leavers, transferrers or stayers, and their performance on five tests of ability and attainment. The tests are described in some detail in Appendix B. Here the main area of interest is in the range of leavers' test performance by comparison with that of transferring and staying pupils. A particular focus of interest is the extent to which able or high achieving pupils are among the leavers.

The second section examines the relationship between the examination potential of pupils, as perceived by the teachers, and their leaving, transferring or staying on. Again a major object is to discover to what extent pupils perceived as promising by their teachers are dropping out of full-time education at the first opportunity.

Leaving, transferring and staying, as used descriptively throughout Part 6, refer to the actual behaviour of pupils, as checked by follow-up, rather than to the expressed intention of pupils to leave, transfer or stay on.

6.1 ABILITY AND ATTAINMENT

The five tests taken by pupils in the main enquiry sample in the spring term of 1972 are described in Appendix B. In this section the performance of 2999 of these pupils on the tests is related to whether the pupils subsequently left school at 15, transferred to another school, or stayed on. The test data are examined for each of the four main sub-samples: secondary school boys and girls and grammar school boys and girls.

TEST MEAN SCORES

Table 6.1.1 shows the test mean raw scores and standard deviations on each test for leavers, transferrers and stayers in each sub-sample. The sample numbers, shown at the bottom of the table, are small for both leavers and transferrers in the grammar school samples.

Among secondary school boys and girls the leavers have the lowest mean scores on every test. Transferrers are intermediate, and stayers have the highest mean scores. It is clear, however, from the corresponding standard deviations that there is considerable overlap in the range of scores obtained by these groups.

Among grammar school boys and girls there is a general tendency for transferring pupils to have obtained lower mean test scores than either stayers or the small groups of leavers. Boy leavers obtained higher mean scores than boy stayers on arithmetic, mathematics and visual reasoning. Girl leavers obtained lower mean scores than girl stayers on all five tests. Again, however, the corresponding standard deviations indicate considerable overlap among groups on all tests and, it must be repeated, the group numbers are too small to warrant any hard and fast conclusions for leavers and transferrers.

Table 6.1.1: *Test raw score means and standard deviations*

	Secondary School Boys			Secondary School Girls			Grammar School Boys			Grammar School Girls		
	L	T	S	L	T	S	L	T	S	L	T	S
Reading mean	20.3	27.5	31.1	20.5	26.0	30.6	38.9	38.3	42.9	38.9	36.0	40.3
Standard deviation	11.9	9.9	11.3	11.0	8.5	10.4	7.7	8.9	6.6	4.0	8.7	7.2
Arithmetic mean	8.3	9.8	11.1	8.7	11.3	11.4	14.6	15.0	13.9	12.6	12.0	13.9
Standard deviation	3.8	3.4	3.7	4.0	3.5	3.6	2.9	3.9	3.1	4.0	4.7	3.3
Maths mean	6.4	9.6	11.5	6.6	10.0	11.0	20.7	16.5	19.1	15.0	11.7	17.6
Standard deviation	4.3	4.7	5.6	4.1	3.9	5.5	3.8	5.2	5.3	5.4	6.1	5.6
Verbal reasoning mean	8.1	11.2	12.9	9.8	12.4	14.0	18.0	14.9	18.1	17.4	16.7	18.5
Standard deviation	5.5	4.9	5.2	5.5	4.9	5.1	4.4	4.7	3.6	3.6	5.0	3.8
Visual reasoning mean	12.6	14.2	16.3	13.1	14.9	16.3	22.0	16.7	19.9	18.7	18.0	20.2
Standard deviation	5.2	4.6	4.8	5.2	4.2	5.1	4.1	6.3	4.6	4.8	7.3	4.6
Sample n	581	150	350	502	262	444	7	15	351	7	10	320

It was noted in Section 1.5 that some 38 per cent of the sample pupils actually left school at 15 in 1972. It has been pointed out by Wrigley[1] that the Certificate of Secondary Education is designed in the main for pupils from the fortieth to the eightieth percentile of ability in any given subject. It is therefore of some interest to note that the number of leavers in the sample and more generally in recent years (see Table 1.2.6) approximates to forty per cent. This raises the question as to what proportions of leavers are to be found above and below the fortieth percentile of achievement, as measured by the battery of tests, and also what proportion of leavers, if any, is to be found in the upper range of achievement, above the eightieth percentile.

It is pushing these questions a good deal further to ask what proportions of leavers might be deemed, on the test evidence, as capable of examinations, either in a few subjects at C.S.E. or in a wider range of subjects at G.C.E. 'O' and 'A' levels. The answers beg the questions to the extent that the value of the tests, as predictors of C.S.E. or G.C.E. performance, in a given subject or overall, is unknown.

In this section the fortieth and eightieth percentile levels on the tests are based on the performance of a representative sample of 400 pupils described in Appendix B. The performance of these pupils at the fortieth and eightieth percentile levels is shown in Table B2.3 (Appendix B).

Table 6.1.2 shows for each sub-sample group of leavers, transferrers and stayers the percentage of pupils who scored above the fortieth percentile on each test. The mean group percentages over the five tests are shown at the bottom of the table. The group numbers, which are omitted, are the same as in Table 6.1.1.

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[1] J. Wrigley, "Problems concerning curricula and examinations in the 16-19 age group" in: Council of Europe *Information Bulletin*. Documentation Centre for Education in Europe. 1/1973.

Table 6.1.2: ***Percentage pupils scoring above the 40th percentile***

	Secondary Boys			Secondary Girls			Grammar Boys			Grammar Girls		
	L	T	S	L	T	S	L	T	S	L	T	S
Reading	31	54	71	29	50	67	86	93	98	100	89	96
Arithmetic	32	48	64	35	64	69	86	87	87	71	75	87
Mathematics	26	55	66	24	61	61	100	88	96	86	60	93
Verbal Reasoning	28	48	63	39	60	60	86	73	95	97	88	95
Visual Reasoning	35	48	63	41	54	66	100	60	87	69	60	87
Mean percentage	30	51	65	34	58	66	92	80	93	85	74	92

Among secondary school boys and girls roughly one-third of leavers score on average above the fortieth percentile. For transferrers the proportion is over one-half and for stayers the proportion is two-thirds. The proportions are higher for girls than boys among leavers and transferrers, but are very similar among stayers. Among leavers of both sexes the highest proportions are on the visual reasoning test, and the lowest proportions are on the mathematics test.

For grammar school pupils the percentages above the fortieth percentile are most comparable for leavers and stayers. Transferrers show up less well in visual reasoning for both sexes and in mathematics for girls.

Table 6.1.3 shows the group percentages scoring above the eightieth percentile, overall and on each test. The group numbers are as before. For secondary school boys and girls five per cent of leavers score on average above the eightieth percentile, though this is down to two per cent on the mathematics test. Transferrers are again intermediate between leavers and stayers, with girls particularly high on arithmetic but low on reading. Among grammar school transferrers roughly one-third score on average above the eightieth percentile as against over one-half of leavers and stayers among boys and somewhat less among girls.

Table 6.1.3: *Percentage pupils scoring above the 80th percentile*

	Secondary Boys			Secondary Girls			Grammar Boys			Grammar Girls		
	L	T	S	L	T	S	L	T	S	L	T	S
Reading	6	9	20	4	2	16	57	47	69	43	50	48
Arithmetic	6	9	20	8	21	11	60	34	47	44	32	49
Mathematics	2	5	15	2	5	14	71	47	64	43	20	51
Verbal reasoning	4	6	14	6	11	19	43	27	49	43	40	55
Visual reasoning	5	7	17	5	9	18	43	25	45	34	27	46
Mean percentage	5	7	17	5	10	16	55	36	55	41	34	50

BACKWARDNESS

In the by-school analysis in Section 7.3 the by-school percentages of backwardness are based on the number of pupils in each school who scored below one standard deviation from the mean of each test. The test means and standard deviations were based on the representative sample of 400 pupils described in Appendix B. Table 6.1.4 shows the percentages of pupils thus defined as backward for each sub-sample group.

Roughly one-third of leavers among boys and girls in secondary schools are backward, as technically defined. Among leavers and transferrers in secondary schools the percentages are greater for boys than girls. For particular tests the picture varies. More girl than boy leavers are backward in reading; whereas more boy than girl leavers are backward on the remaining tests. Among grammar school pupils backwardness, though slight, is more prevalent among transferrers, particularly in arithmetic and visual reasoning.

Table 6.1.4: ***Percentage backward pupils***

	Secondary Boys			Secondary Girls			Grammar Boys			Grammar Girls		
Test	L	T	S	L	T	S	L	T	S	L	T	S
Reading	25	13	13	39	15	11	0	7	1	0	0	0
Arithmetic	31	15	10	29	8	10	0	13	2	14	20	1
Mathematics	38	17	9	34	8	11	0	0	1	0	10	1
Verbal reasoning	46	22	15	33	15	11	0	0	0	0	10	1
Visual reasoning	33	19	10	29	14	11	0	13	1	0	20	2
Mean percentage	35	17	11	33	12	11	0	7	1	3	12	1

SUMMARY REVIEW

A comparison of the test performance of leavers, transferrers and stayers among secondary school pupils indicated that though leavers did less well on the tests they also overlapped considerable with the other two groups. The samples of leavers and transferrers among grammar school pupils were small. Among these pupils the transferrers were the weakest of the three groups.

One-third of secondary school leavers were classified as technically backward and another third were above the fortieth percentile in average test achievement. Five per cent were above the eightieth percentile in average achievement. These percentages indicate the wide range of achievement among the largest block of leavers, those in secondary schools.

In Table 6.1.5 the mean percentages from Tables 6.1.2, 6.1.3 and 6.1.4 are weighted by sex and type of school to give population estimates for the sample age-group. The table shows the percentages of leavers, transferrers and stayers who may be described as backward, or whose average test achievement is above the fortieth and eightieth percentile levels.

Table 6.1.5: *Percentage achievement of 15-year-olds*

	Leavers	Transferrers	Stayers	All Pupils
Backward	12	2	3	17
Not backward but below 40th %ile	12	4	7	23
40th - 80th %ile	10	7	23	40
Above 80th %ile	2	1	17	20
Total	36	14	50	100

Two out of every three leavers are below the fortieth percentile, and one in three is technically backward. On the other hand, one in every ten pupils from the top fifth of the ability range is an early leaver, as is one in four from the middle range. These latter figures support the conclusion that early leaving is a significant contributory factor to wastage from the pool of educational ability.

6.2 EXAMINATION POTENTIAL

In the main enquiry pupils were rated by their teachers on a six-point scale of examination potential. In this section the relationship between these ratings and leaving, transfer or staying is examined for 2992 pupils, those for whom both rating and follow-up information were available.

In using the scale teachers were instructed to rate each pupil at the highest level of achievement of which the pupil was considered capable, irrespective of whether the pupil intended entering for an external examination. The points of the scale were as follows:

1 less able pupil
2 C.S.E. in one or two subjects below Grade 1
3 C.S.E. in three or more subjects below Grade 1
4 G.C.E. 'O' level or C.S.E., Grade 1, in one or two subjects
5 G.C.E. 'O' level or C.S.E., Grade 1, in three or more subjects
6 G.C.E. 'A' level.

SECONDARY SCHOOL PUPILS

Tables 6.2.1 and 6.2.2 show how the ratings were distributed among leavers, transferrers and stayers for secondary school boys and girls.

Some forty-three per cent of boy and some forty-seven per cent of girl leavers are rated as less able pupils. Some forty-four per cent of boy and some forty-two per cent of girl leavers are rated as capable of C.S.E. in one or more subjects. Some thirteen per cent of boy and some eleven per cent of girl leavers are rated as capable of G.C.E. or C.S.E., Grade 1, in one or more subjects. In short, well over half of the early leavers in the secondary schools are regarded by their teachers as capable of taking an external examination, and at least a quarter of these are regarded as being capable of achieving passes in G.C.E. or C.S.E. at Grade 1.

Table 6.2.1: *Percentage distribution of examination potential ratings among 1076 secondary school boys*

Rated potential	L	T	S	All pupils
1	23.9	2.3	3.4	29.6
2	13.3	4.6	3.0	20.8
3	11.2	4.3	5.1	20.5
4	4.5	1.2	6.1	11.8
5	2.5	1.3	12.4	16.2
6	0.0	0.0	1.0	1.0
Totals	55.3	13.7	31.0	100.0

Table 6.1.3: *Percentage distribution of examination potential ratings among 1198 secondary school girls*

Rated potential	L	T	S	All pupils
1	20.0	1.6	4.0	25.6
2	11.1	5.3	4.8	21.2
3	7.1	6.8	7.2	21.0
4	2.5	4.6	6.8	13.9
5	1.9	2.4	11.4	15.7
6	0.3	0.2	2.2	2.6
Totals	42.9	20.8	36.3	100.0

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GRAMMAR SCHOOL PUPILS

In Tables 6.2.3 and 6.2.4 the corresponding information is presented for grammar school boys and girls.

Table 6.2.3: *Percentage distribution of examination potential ratings among 382 grammar school boys*

Rated potential	L	T	S	All pupils
1	0.0	0.0	0.0	0.0
2	0.0	0.8	1.8	2.6
3	0.0	0.3	3.4	3.7
4	0.8	0.8	8.6	10.2
5	0.3	1.8	22.0	24.1
6	1.0	0.5	57.9	59.4
Totals	2.1	4.2	93.7	100.0

Table 6.2.3: *Percentage distribution of examination potential ratings among 336 grammar school girls*

Rated potential	L	T	S	All pupils
1	0.0	0.3	0.6	0.9
2	0.0	0.0	2.1	2.1
3	0.3	0.9	3.6	4.8
4	0.6	0.6	9.8	11.0
5	0.0	0.9	27.4	28.3
6	1.5	0.3	51.2	53.0
Totals	2.4	3.0	94.6	100.0

All of the grammar school leavers - eight boys and eight girls for whom ratings were available - are regarded by their teachers as capable of passing examinations. Four of the boys and five of the girls are rated as being capable of G.C.E. 'A' levels.

ALL PUPILS

The percentages in Tables 6.2.1 to 6.2.4 were weighted by sex and type of school in order to provide the population percentage estimates for the sample age-group in Table 6.2.5.

Table 6.2.5: *Percentage distribution of examination potential ratings - estimated for all 15-year-olds*

Rated potential	L	T	S	All pupils
1	16.3	1.5	2.8	20.6
2	9.0	3.7	3.4	16.1
3	6.9	4.2	5.4	16.5
4	2.8	2.3	7.2	12.3
5	1.8	1.7	15.3	18.8
6	0.4	0.2	15.4	16.0
Totals	37.2	13.6	49.5	100.3

Almost eighty per cent of 15-year-olds are regarded by their teachers as capable of passing an external examination in at least one or two subjects. Some four-fifths of those who are not seen as capable are early leavers. On the other hand, some fifty-six per cent of leavers are rated as being capable of examinations, and some six per cent are rated as being capable of passing G.C.E. or C.S.E. at Grade 1 in at least three subjects.

This latter group represents roughly one in sixteen of all pupils rated at this level or above. Of the pupils rated as being capable of 'A' levels only one in forty is an early leaver.

SUMMARY REVIEW

The majority of pupils regarded by their teachers as not capable of sitting for a public examination were found among the leavers. On the other hand, more than half of the leavers were rated as capable of sitting for an examination. The range of examination potential among leavers, as estimated by their teachers, is therefore in line with the range of tested achievement for these pupils in Section 6.1.

Though no direct comparison was made, the findings suggest that the percentage of very able leavers, as perceived by teachers, is more conservative than the percentage of leavers classified as very able on the basis of the tests. If this is so it is hardly surprising. Where a teacher has any inkling that a pupil is leaving one might expect a more cautious appraisal of that pupil's potential.

An interesting footnote to this section is the finding that almost eighty per cent of 15-year-olds are credited by their teachers with the capability of tackling a public examination, if only in one or two subjects. This is a more generous estimate of examinability than the sixty per cent of pupils commonly regarded as being capable of G.C.E. or C.S.E. (Wrigley, *op. cit.*).

PART 7: LEAVING AND STAYING DIFFERENCES

Part 7 is in three sections, each of which attempts to pin-point those factors which distinguish and, indeed, may influence pupils' decisions to leave school or stay on.

In Section 7.1 the main body of pupil information is sifted. Section 7.2 examines the pupil and parent information for those pupils whose parents were interviewed. In Section 7.3 certain of the pupil information is related to organisational characteristics of the schools.

Because of the multivariate techniques of analysis used Part 7 is the more technically formidable part of the report. Each of the three sections is therefore concluded with a summary.

7.1 PUPIL DIFFERENCES

The 2,515 pupils for whom complete self-report, teacher rating, test and follow up information was available provided the samples on which the pupil analysis reported in this section were based. The breakdown of these pupils by sex and type of school, is shown in Table A3, Appendix A.

Factor analysis and multiple-regression analysis were used. Factor analysis provides a summary description of the major relationships within the data. It shows which pupil variables associate with the criteria of leaving-staying, both intentional and actual. As more than one criterion was available it was not impossible that more than one set of relationships might exist among information and criteria. It was therefore important that any such complexities should be identified.

Multiple-regression analysis was used first in order to determine to what extent each leaving-staying criterion, intentional or actual, was predictable from the remaining pupil information; second, to determine which of the areas of pupil information contributed most, independently or additionally, to the prediction of leaving-staying, and third, to identify individual pupil variables which contributed most strongly to prediction.

In summary, whereas factor analysis is used to explore the complexity or otherwise of associational relationships with leaving-staying, regression analysis is used to quantify the strength of associational relationship between leaving-staying and the pupil information, in whole and in part.

THE FACTOR ANALYSIS

Three factor analyses were carried out: one for all pupils, one for secondary school pupils and one for grammar school pupils. In each analysis all principal components with *eigen* values equal to or greater than 1.0 were extracted from a correlation matrix with unities in the diagonal and rotated by Varimax to an improved orthogonal simple structure.

There were 98 pupil variables for each analysis, with a further variable, type of school, for all pupils. These variables consisted of 20 pupil attitudes, 22 school objectives, 11 interests, 19 biographical variables, 6 curriculum variables, 4 or, in the case of all-pupils, 5 school organisation variables, 6 teacher ratings, 5 tests scores and 5 criterion variables. Three of these criterion variables were measures of expressed intention with regard to leaving or staying on, and two were measures of actual leaving or staying, as checked by subsequent follow up.

The all-pupil analysis yielded 24 factors which accounted for 86 per cent of leaving-staying intentional variation and 71 per cent of leaving-staying behaviour. 95 per cent of the explained intentional leaving-staying variation and 94 per cent of explained actual leaving-staying were contained in five of these factors.

The secondary school pupil analysis yielded 22 factors which explained 83 per cent of leaving-staying intent variation and 71 per cent of actual leaving-staying variation. 95 per cent of the explained intentional leaving-staying variation was contained in three factors, and 93 per cent of the explained actual leaving-staying variation was contained in seven factors.

The grammar school pupil analysis yielded 31 factors which accounted for 77 per cent of leaving-staying intent variation and 88 per cent of actual leaving-staying variation. 90 per cent of the explained leaving-staying intent was contained in five factors and 96 per cent of the explained actual leaving-staying variation was contained in two factors.

Loadings equal to or in excess of ±0.10 on the relevant factors in each of the three analyses are shown in Table 7.1.1.

At the bottom of the table the criterion variation explained by each factor is presented for the intentional and actual leaving-staying criteria. The numbering of the factors in each solution corresponds to their order of appearance in the Varimax rotation.

In each of the all-pupil and secondary school pupil analyses a single factor accounts for most of the criterion variation. In the grammar pupil analysis there is a clear factorial distinction between intentional and actual leaving-staying.

ALL PUPILS

Factor 1 in the all-pupil analysis loads strongly on all criteria, intentional and actual. The *typical* stayer, in Factor 1, is perceived by his teachers as academically promising. He is placed in an examination class. He does well on tests. In staying on he feels he has the support of his parents. He anticipates taking examinations and achieving a higher status occupation. Conversely, the *typical* leaver, in Factor 1 is regarded by his teachers as academically unpromising. He is unlikely to be taking examinations. His test performance is poor. He feels that his parents approve of his leaving. He anticipates a low-level occupation and reckons that his friends are also leaving. He is most probably in a secondary intermediate school which he attends irregularly. He is not given to worrying about tests and he tends to regard school as a waste of time.

Factor 2 distinguishes pupils who like school, find it interesting and varied, and feel that teachers take an interest in them. These pupils indicate some slight intention of staying on but this is less strongly corroborated by their actual staying.

Factor 5 distinguishes *county* school pupils with active spare-time interests. These pupils, who tend to be superior in test performance, indicate a slight intentional and behavioural tendency towards early leaving.

Table 7.1.1: Pupil Analyses. *Summary of factor loadings (decimal points omitted)*

	All Pupils (n=2515)					Secondary School Pupils (n=1851)							Grammar School Pupils (n=664)				
Variables	1	2	5	7	16	1	3	5	6	12	16	19	1	4	9	11	19
ATTITUDES																	
Pupils should stay on after 15	27	33		12		40	-29				11	18	20		19		
Most friends leaving at 15	-56	-23				-44	33	-18					-26		29	-13	
School the same day after day		-59				-11	59						-74				
Likes school	17	71				27	-51						68		-10		
Glad of an excuse to stay away	-15	-66				-21	52						-66				
Finds school interesting		66					-58						62		-12		
Teachers treat you as kids	-20	-43					62		12				-40				
Teachers take an interest in you		54					-60						46				
School a waste of time	-32	-43				-20	44	-16				11	-48		31		
Prefers work to school	-37	-43				-42	36			11			-44		20		13
Approves of a longer school day	23	27			-19	18	-17		-11				13				13
Looks forward to school		71				16	-48						72				
Works hard at school		17				14	-10			14			14		-32		
Parents favour staying on	63	14				61	-12	14					11	-11	-36	-12	-13
Talks to parents about school		30	16	12		18	-23		-12		12		23		-22		
Teachers prefer bright pupils	-21	-42	-17				48	-21			11	-17	-61				-12
Would rather be popular than good at lessons		-21					22		19		19				58		
Can still get a good job	-27	-19				-29	18						-16		48		
Doing well in school is important	32	29				41	-25						18		-62	11	
Never worries about tests	-36	-16				-27	15	-17					-10		51	-11	

Table 7.1.1 cont'd.	1	2	5	7	16	1	3	5	6	12	16	19	1	4	9	11	19
OBJECTIVES - School should:																	
Do drama	11	13											19				
Teach poetry		20					-22						25				
Help you to speak well		15	14				-12						21				
Help you to write easily	17		11			11		12				-12	17		-16		
Help you get a good job	18					20									-14		
Help you with examinations	34	12				34		14						-12	-16		
Teach you to run a home	-22					-14									13		
Teach you about right and wrong		17		13			-13		-14		-14		22				
Help you with current affairs					-12		-13										
Help you develop personality and character	10	12				15	-13		12					-10			
Teach money management														-10	13		-12
Help you with your appearance									12	11					15		
Give talks on sex education		-16					24		19		29	-21	-14		-10		
Teach you to be confident and at ease	21					14		13	17								
Develop interests and hobbies		10	-12							12		17	12		11		
Give careers advice	11											12				12	
Advise on work conditions					13												12
Arrange work visits	-16					-12				-15		15			-11		
Arrange cultural visits			-11						16							-12	-19
Arrange community visits	-13								12	-11		17					-24
Provide school clubs		16			-20				20		-14		13				
INTERESTS																	
Earning money	-29	-14			14	-15		-10					-23				
Clothes			11						49								
Being treated as a grown-up									43								13
Pop music		-16					20		58			-11	-22				
Starting work soon	-55	-21				-44	15	-22					-26		29	-11	-18
Sports, games			13	14	10				15						18		-15

Table 7.1.1 cont'd.	1	2	5	7	16	1	3	5	6	12	16	19	1	4	9	11	19
Family			13		-16				23			15					
Marriage					-12				18		10	-15	-12				
Reading	17	22				18	-20		20				27		-13		
Practical Hobbies	-20				13												
Television/radio									62	-10							-27
AUTOBIOGRAPHICAL																	
Sex		-15											-14		-10		
Age			-13	-75		-18		18	20		20		-18			-10	
Teacher - sex preference			12					12				66	10				
Teacher - age preference		25					-23		-13		-13	37	24				
Enjoyment of spare time	16		48	11				14	25		21						
Preferred occupation	65				-19	51		22							-15		-10
Taking examinations	76		-16		19	74		23						-14			78
Boy friend/girl friend	-17	-11	21			-13			13		52	-14	-13		12		
Library membership	23		12			16		11	-11		10		13	-11			11
Responsibility in school										-12	11	-11					
Liked by teachers	12	28				12	-30						29				
Liked by fellow pupils									11		14						
Part-time job				-22	13				-15		61						
School success	15	13				14	-15	11					11				
Time taken getting to school								-11			20	25			18		-17
Intelligent (teacher perception)	26	16		-16		13	-12	29					11				17
Youth club membership	11		34					21			24	15	-19				
School/teams clubs	21		70			15		10									
Helping at home												23					
SCHOOL ORGANISATION																	
County/Voluntary		16	50	10	41		-13	16		12		10			-15		
Grammar/Secondary	62				-52	..	..	..	..		..	..	..	..	..*EXCLUDED*		
Size of class	10			13	15	14	11	21	-13								
Streaming	21				-68	-10		-12			-21					-11	11
In examination class	80		11			48		56									

Table 7.1.1 cont'd.	1	2	5	7	16	1	3	5	6	12	16	19	1	4	9	11	19
TEACHER RATINGS																	
Examination potential	84		12	-12	-14	49		65							-21		
Attendance	35	11				36		13		-21		14	10			27	
Dress	23	11				19				-14		10	12				
Behaviour	11									19			12				
Parental contact	10									-77							
Parental interest	34					26		15		-62			14				
TESTS																	
Reading	77		19	-19		33		71									12
Arithmetic	65		23	-27		22		73									
Mathematics	78		19	-25	-23	33		78									
Verbal Reasoning	75		20	-25	-15	26		81									
Visual Reasoning	65		26	-22	-15	21		72									-11
SUBJECT EVALUATION																	
English useful	10				20	11		12				-14					
Maths useful	12							13									
English interesting		19			14		-20			11		-13	23	12		12	
Maths interesting		26			-14		-14					13	19				
Total subject usefulness	13	19				15	-26						21				
Total subject interest		35				17	-35						40				
CRITERIA																	
Leaving-staying (intent)	81	13	-18	18	21	85		17					11	-75	12	-10	-12
Leaving-transfer-staying (intent)	87	12	-12	14	14	86	-12	23						-84		21	19
5-point leaving scale (intent)	89	13	-10	11		85	-13	27					16	-73	-23	17	11
Leaving-staying (actual)	75		-13	22	10	74		19	-11	-15	-14	-11				92	
Leaving-transfer-staying (actual)	80		-10	20		75	-10	21	-11	-10	-16	-13		-13	-10	91	
PERCENT CRITERION VARIATION																	
Intent	86	2	2	3	3	87	2	6					2	78	3	4	3
Behaviour	84	1	2	6	1	77	1	6	2	2	3	2		1		95	

Factor 7 distinguishes younger 14-year-olds who tend to do less well on tests but also tend to stay on. Conversely, the factor suggests a group of older 14-year-olds who tend to do better on tests and leave early. This factor distinguishes an artificial relationship between age and test performance. It also pin-points a 'stable-door' association between early leaving and age in the final year of compulsory schooling.

Factor 16 distinguishes a group of pupils in unstreamed *county* secondary schools who show some slight intention of staying on.

SECONDARY SCHOOL PUPILS

For secondary school pupils Factor 1 accounts for the major share of the leaving-staying variance, both intentional and actual. The *typical* stayer, in Factor 1, anticipates taking an examination. He feels his decision to stay on has the support of his parents. He is found in an examination class and is regarded by his teachers as promising examination material. He aspires to a higher status occupation. He does not anticipate starting work, but prefers school, where doing well is seen as important. He thinks that school should help him to do well in examinations. His school attendance is above average and he does better than average on the tests.

Conversely, the *typical* leaver, as seen in Factor 1, is not taking an examination. He does not feel encouraged to stay on by his parents, nor is he regarded as a good examination prospect by his teachers. He expects to start work in a low-level occupation. This he prefers to staying on in school, where doing well is not regarded as important. His friends are also tending to leave; his school attendance is below average, and he does less well on the tests.

In Factor 3 a set of unfavourable attitudes to school shows some slight association with the intention to leave, but even less association with actually having left.

In Factor 5 pupils who are successful on the tests, and who are regarded as promising examinees by their teachers also tend to be found in an examination class. These pupils show some tendency towards intending to stay and actually staying on.

Factor 6 distinguishes pupils with a particular interest in television and radio, pop music, clothes, and in being treated as grown up.

Factor 12 distinguishes those parents who have made little or no contact with the school, and who are regarded by teachers as less than interested in the progress of their children.

Factor 16 distinguishes pupils who have both a part-time job and a friend of the opposite sex. These pupils tend to set greater store by sex education in school.

In Factor 19 pupils who show no marked preference for teachers by sex or age tend to help more at home, to set less store by sex education in school, and to take longer getting to school.

The two groups of pupils distinguished by Factors 6 and 16 tend to be among the older pupils in the 14-15 age-group. Each of the groups in Factors 6, 12, 16 and 19 shows a tendency to early leaving, but this association is very slight indeed.

RAMMAR SCHOOL PUPILS

In the grammar school pupil analysis the three variables of expressed leaving-staying intent cluster on Factor 4, and the two actual leaving-staying indices cluster on Factor 11. School attendance, in association with actual staying on in Factor 11, is the only association worth noting.

Factor 1 includes a set of favourable attitudes to school. These associate only very slightly with intentional staying on.

Factor 9 distinguishes a group of pupils to whom doing well in school is unimportant, who do not worry about tests, and who prefer popularity to hard work. They tend to regard school as a waste of time. They report a lack of parental encouragement and they tend to anticipate leaving school, though not immediately.

The only variable which loads heavily on Factor 19 is *taking examinations*. The very slight associations on the leaving-staying intentional variables are directionally inconsistent. For example, on the two-point intent the loading is negative, whereas on the three-point intent - where stayers are distinguished as transferrers or stayers - the loading is positive.

THE REGRESSION ANALYSIS

In the regression analysis the pupil attitudes to school, evaluation of school objectives, interests, evaluation of school subjects, biographical variables, teacher rating and test information were used to predict each of the three criterion variables of leaving-staying intention. Thereafter, the leaving-staying intent variables were included in a further prediction of actual leaving-staying. These analyses were carried out with each of four groups of pupils: secondary school boys, secondary school girls, grammar school boys and grammar school girls.

LEAVING-STAYING INTENTION

In each analysis all non-criterion variables were made available for prediction. In subsequent analyses particular subsets were excluded. For example, in the second analysis the attitude variables were excluded in order to determine to what extent predicted variation fell short of that predicted when attitudes were included. In this way the *independent* or additional contribution made by the attitude variables, as distinct from that portion of the attitudes' contribution which was in common with, or predictable from, the remaining sets, was distinguished.

The multiple regression program used an iterative procedure, variables being selected step-wise on the basis of a maximum increase in prediction at each step. The program was set to terminate when the addition of a new variable, or the adjustment of a variable already entered, failed to increase explained variation by at least 0.01 per cent. This meant that not all available variables entered into regression, though the degrees of freedom reported in the following tables are taken as if all had been entered.

In Table 7.1.2 the results of the regression analyses are presented for three criteria of intent. These are, first, a two-point measure of intent to leave at 15 or stay on; second, a three-point measure of intent to leave, transfer, or stay on and third, a five-point intent to leave at 15, transfer and leave at 16 or 17, or stay on until 16 or 17. The table includes a further criterion, teacher rated examination potential. This variable was excluded from the predictor set and ratings' subset for the three criteria of intent.

Leaving-staying intention does not appear for grammar school girls for the simple reason that none of the sample reported an intention to leave at 15. All of these pupils reported that they were *taking examinations*, therefore this variable is excluded from the predictors, including the biographical sub-set to which the variable would otherwise have been allocated.

With all predictors available, each of the four criteria is predicted more strongly for secondary school pupils, boys and girls, than for grammar school pupils. For all groups the strongest independent or additional contributions to prediction of the leaving-staying criteria come from the attitude and biographical variables. The objectives make a considerable independent contribution to the prediction of leaving-staying intent for grammar school boys, as do the tests. The strongest independent contributions to the examination potential rating came from the test and school organisation variables, but also from the attitudes and biographical variables for grammar school boys and girls, and from the objectives for grammar school girls.

Table 7.1.2: Pupil Analysis. *Percent variation explained in each of four criteria*

Predictor Sets	Sample	d.f.	L/S intent	L/T/S intent	5-point intent	Exam. Pot.
A *ALL PREDICTORS*	Sec. boys	91;748	75.27****	74.93****	74.45****	77.96****
	Sec. girls	91;919	73.37****	68.98****	71.43****	73.52****
	Gr. boys	91;253	26.38	35.58**	40.82***	51.57****
	Gr. girls	90;228	-	41.65***	44.06***	54.13****
B$_1$ *ATTITUDES independently*	Sec. boys	20;748	1.35**	1.80***	2.37****	0.77
	Sec. girls	20;919	3.65****	3.37****	3.40****	0.83
	Gr. boys	20;253	4.47	3.97	4.64	4.15
	Gr. girls	20;228	-	7.29	10.31**	5.38
B$_2$ *OBJECTIVES independently*	Sec. boys	22;748	0.55	0.86	1.00	1.26*
	Sec. girls	22;919	0.88	1.11	1.04	0.68
	Gr. boys	22;253	11.73*	4.69	1.82	1.68
	Gr. girls	22;228	-	5.12	2.68	3.46
B$_3$ *INTERESTS independently*	Sec. boys	11;748	0.33	0.36	0.75*	0.40
	Sec. girls	11;919	0.34	0.37	0.59	0.30
	Gr. boys	11;253	1.47	2.14	1.10	1.55
	Gr. girls	11;228	-	2.94	1.06	1.11
B$_4$ *BIOGRAPHICAL independently*	Sec. boys	18;748	24.38****	14.25****	7.47****	0.73
	Sec. girls	18;919	15.35****	7.84****	6.95****	1.02*
	Gr. boys	18;253	4.20	7.37	6.85	5.17
	Gr. girls	17;228	-	3.68	6.50	6.27*
B$_5$ *SUBJECT EVALUATION independently*	Sec. boys	6;748	0.17	0.28	0.45*	0.14
	Sec. girls	6;919	0.06	0.13	0.11	0.27
	Gr. boys	6;253	1.59	2.51	1.83	2.44
	Gr. girls	6;228	-	0.80	0.60	1.86

Table 7.1.2 cont'd.

Predictor Sets	Sample	d.f.	L/S intent	L/T/S intent	5-point intent	Exam. Pot.
B_6 *TEACHER RATINGS independently*	Sec. boys	5;748	0.04	0.12	0.16	0.43*
	Sec. girls	5;919	0.98****	1.15****	1.16****	0.94****
	Gr. boys	5;253	0.60	1.56	0.89	0.78
	Gr. girls	5;228	-	1.54	0.73	2.07
B_7 *TESTS independently*	Sec. boys	5;748	0.44*	0.28	0.46*	4.43****
	Sec. girls	5;919	0.02	0.16	0.23	7.20****
	Gr. boys	5;253	4.36*	2.26	1.86	10.56****
	Gr. girls	5;228	-	2.55	1.49	5.25****
B_8 *SCHOOL ORGANISATION independently*	Sec. boys	4;748	0.27	2.24****	2.60****	11.94****
	Sec. girls	4;919	0.08	2.14****	2.30****	4.58****
	Gr. boys	4;253	0.28	0.77	1.49	6.31***
	Gr. girls	4;228	-	10.74****	2.46*	4.97***
$\left(\frac{B_1+B_2+..B_8}{A}\right)$ X 100			36.6	26.9	20.5	25.8
			29.1	23.6	22.1	21.5
			108.8	71.0	50.2	63.3
			-	83.2	58.6	56.1

*: $p>0.05$ **: $p>0.01$ ***: $p>0.001$ ****: $p>0.0001$

At the bottom of the table the sum of the independent contributions from all sub-sets is expressed as a percentage of the total variation explained in each criterion by all predictors combined. The result is a striking contrast between grammar and secondary school pupils. For the secondary school groups the average variation explained independently is roughly one-quarter of the total. This indicates a very high degree of predictive overlap among the variables, as grouped in sub-sets. For the grammar school groups the average variation explained independently is some seventy per cent of the total. This indicates a considerable degree of independence among the variables, as grouped in sub-sets. This relatively greater independent contribution from the predictor sub-sets is particularly extreme on the leaving-staying criterion for grammar school boys, where the sum of independent contributions is in excess of that explained by all predictors acting in concert.

THE PARTICULARS OF LEAVING-STAYING INTENTION

Summary tables 7.1.3, 7.1.4, 7.1.5 and 7.1.6 show for each regression analysis the zero-order correlation and final *beta* weight for each variable which predicted at least 1.0 per cent of variation in any of the four criteria. Variables which contributed as suppressors are bracketed *[sic]* in the tables. The criteria were leaving-staying intention, leaving-transfer-staying intention, the five-point scale of leaving-staying intention and the examination potential rating. 91 predictors were available for each regression run.

Table 7.1.3 shows the selected predictor variables for secondary school boys. For the leaving-staying criteria the largest number of predictors is from among the attitude variables. The major predictor for all three intent criteria is *taking examinations,* which alone accounts for the major portion of the explained variation. This is followed by *examination class,* an index of examination opportunity, and *parents favour staying on,* an index of home support. The cluster of attitude variables are consistently favourable or approving for intending stayers, and consistently unfavourable for intending leavers. For examination potential the major contribution comes from *examination class,* followed by performance on the *mathematics* and *reading* tests.

For secondary school girls in Table 7.1.4 *taking examinations* is again the major indication of intention to leave or stay. Perceived parental support, being in an examination class and aspiring to a higher status occupation are also indicative of staying intent. Poor school attendance, expecting to start work, and a low level of teacher rated parental interest are three further variables which distinguish leavers from stayers among the girls. For boys and girls examination potential is predicted very strongly by *examination class*, followed by *mathematics* and *reading* performance.

The picture, for grammar school boys and girls in Tables 7.1.5 and 7.1.6, is not nearly so clear-cut as for secondary school boys and girls. Notice, for example, how leaving-staying intent is predicted for the boys by a cluster of variables from among the objectives. This suggests that intending leavers and stayers among grammar school boys have some fairly pertinent differences of opinion as to the functions of a grammar school. Stayers, for example, expect the school to help develop their personality and character. For leaving-transfer-staying intent the expectation of whether or not examinations will be taken is important. Parental support, occupational aspiration, teacher interest, literary interests, good test performance and being in a large streamed class are the most likely indicators of long-term staying on intention. Superior test performance, particularly in mathematics, is the likeliest concomitant of examination potential.

Not being in an examination class is the strongest indication of intention to transfer among grammar school girls. Favourable attitudes to school, and in particular being convinced that school is time well spent and that getting on in school is important are the likeliest indications of intention to stay on as long as possible. Again, as with the boys, good performance on the mathematics test indicates a better chance of being rated highly on examination potential.

Table 7.1.3: Secondary School Boys. *Predictor variables accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	L/S intent		L/T/S intent		5-point intent		Exam. potential	
Variables	r	Beta	r	Beta	r	Beta	r	Beta
ATTITUDES								
Staying on after 15	33	04						
Most friends leaving			-38	-05	-41	-08		
Likes school					38	05		
School a waste of time	-25	-04	-29	-05	-30	-04		
Looks forward to school	24	05						
Parents favour staying on	52	08	56	12	57	11	45	04
Doing well important	41	04	42	04	42	06		
Never worries about tests	[-29	05]					-31	-04
OBJECTIVES - School should:								
Help you get a good job			22	05	23	06		
Provide clubs							14	08
INTERESTS								
Starting work	-42	-05	-45	-07	-47	-08		
AUTOBIOGRAPHICAL								
Preferred occupation	34	03	40	06	44	10	40	05
Taking examinations	83	68	74	51	72	41		
SUBJECT EVALUATION								
Maths useful	[26	-04]	[25	-05]	[23	-07]		
RATINGS								
Parental interest							34	08
TESTS								
Reading							64	13
Arithmetic	35	06	39	04				
Maths	46	04	50	03	52	05	67	19
Verbal Reasoning							61	07
SCHOOL ORGANISATION								
In examination class	45	03	59	22	62	24	79	49

Table 7.1.4: Secondary School Girls. *Predictor variables accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	L/S intent		L/T/S intent		5-point intent		Exam. Potential	
Variables	r	Beta	r	Beta	r	Beta	r	Beta
ATTITUDES								
Staying on after 15	37	09	33	05	34	05		
Most friends leaving	-42	-04	-44	-05	-46	-05	-41	-05
Prefers work to school	-44	-05	-43	-07	-44	-04		
Prefers longer school day			21	05				
Parents favour staying on	58	15	55	14	57	13		
Doing well important			41	04	43	06		
INTERESTS								
Starting work	-47	-05	-47	-03	-49	-08		
Reading			25	04	27	06		
AUTOBIOGRAPHICAL								
Preferred occupation	52	12	51	14	53	14	42	07
Taking examinations	77	51	67	31	67	29	52	05
Library membership			21	06				
School teams/clubs							22	05
RATINGS								
Attendance	42	09	40	08	41	09	36	08
Dress							24	06
Parental interest	31	04	29	05	30	04	31	04
TESTS								
Reading					48	06	68	17
Arithmetic							56	03
Maths					[44	-03]	67	18
Verbal Reasoning					41	03	63	08
Visual Reasoning							53	03
SCHOOL ORGANISATION								
In examination class			56	20	58	19	71	30

Table 7.1.5: Grammar School Boys. *Predictor variables accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	L/S intent		L/T/S intent		5-point intent		Exam. Potential	
Variables	r	Beta	r	Beta	r	Beta	r	Beta
ATTITUDES								
Teachers treat you like children			-13	-09				
Teachers take an interest in you			13	14	16	15	11	08
School a waste of time			-17	-09	-22	-06		
Parents favour staying on					24	10		
Doing well important					24	08		
OBJECTIVES - school should:								
Help with examinations	08	16	15	15	18	11		
Teach current affairs	09	13						
Develop personaltiy & character	15	23						
Teach about money management	08	15						
Help you to be confident	-07	-20						
INTERESTS								
Starting work			-21	-08	-29	-05	-22	-05
AUTOBIOGRAPHICAL								
Teacher sex preference					-13	-08		
Preferred occupation					24	13		
Taking examinations			27	24	19	16		
Library membership			13	09	18	13		
Time taken getting to school							16	09
Intelligent, as seen by teacher							24	11
SUBJECT EVALUATION								
English interesting					-08	-17		
Total subject usefulness							18	08
Total subject interest							15	08
RATINGS								
Pupil behaviour			13	13	13	08		
Parental interest					18	07		
TESTS								
Reading					28	12	37	13
Arithmetic	08	14	17	17	16	08	30	05
Maths					[20	-09]	47	31
Verbal Reasoning	10	25			21	08	34	13
Visual Reasoning	-06	-19					[19	-07]
SCHOOL ORGANISATION								
County/voluntary							21	22
Size of class					17	14	26	16
Streaming			14	11	16	10		

Table 7.1.6: Grammar School Girls. *Predictor variables accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	T/S intent		L/T/S intent		Exam. Potential	
Variables	r	Beta	r	Beta	r	Beta
ATTITUDES						
Pupils should stay on after 15			24	12		
Most friends leaving	-17	-07				
Likes school			[22	-07]		
Glad of excuse to stay away			-22	-07	-17	-07
Finds school interesting			27	06		
Teachers take an interest in you	13	10				
School a waste of time	-24	-19	-30	-15	-22	-10
Looks forward to school			22	05		
Works hard at school					15	12
Parents favour staying on			26	07		
Can still get a good job	-14	-08	-22	-14	-20	-07
Doing well important	23	12	32	14		
OBJECTIVES - school should:						
Do poetry					10	11
Teach you about right and wrong			16	12		
Develop interests and hobbies	14	13	15	09		
INTERESTS						
Clothes			-11	-11		
AUTOBIOGRAPHICAL						
Teacher sex preference					23	09
Preferred occupation	-17	-06	-22	-12		
Liked by pupils					-17	-18
School success			19	16		
Intelligent (self-perception)			25	11	18	14
SUBJECT EVALUATION						
English useful					-12	-11
Total subject usefulness			26	08		
RATINGS						
Pupil attendance	16	12				
Parental interest			14	08		
TESTS						
Reading					35	04
Arithmetic					31	05
Maths					43	25
Verbal Reasoning	12	23	10	16	[27	-05]
Visual Reasoning					27	06
SCHOOL ORGANISATION						
In Examination class	35	37	21	17		

ACTUAL LEAVING-STAYING

In Table 7.1.7 the results of the regression analysis are presented for two criteria of actual pupil behaviour: leaving-staying as a two-point follow up criterion, and leaving-transfer-staying as a three-point follow up criterion. The measures of leaving-staying intent are here included both among the total predictor set and as a predictor sub-set. Rated examination potential is placed among the predictors and also among the teacher rating sub-set. As in the previous regression analyses, two variables, *taking examinations* and *leaving-staying intention,* are excluded from the grammar school girls analysis.

Table 7.1.7: Pupil Analysis. *Percent variation explained in each of two criteria*

	Predictor Sets	Sample	d.f.	L/S actual	L/T/S actual
A	*ALL PREDICTORS*	Sec. boys	95;744	47.41****	50.54****
		Sec. girls	95;915	48.79****	51.35****
		Gr. boys	95;249	33.12	40.29***
		Gr. girls	93;225	44.31****	46.69****
B_1	*ATTITUDES independently*	Sec. boys	20;744	1.79	1.78
		Sec. girls	20;915	0.56	0.40
		Gr. boys	20;249	7.55	6.97
		Gr. girls	20;225	6.39	4.68
B_2	*OBJECTIVES independently*	Sec. boys	22;744	1.83	1.59
		Sec. girls	22;915	0.56	0.58
		Gr. boys	22;249	5.59	3.72
		Gr. girls	22;225	7.35	8.09
B_3	*INTERESTS independently*	Sec. boys	11;744	0.45	0.45
		Sec. girls	11;915	0.82	0.57
		Gr. boys	11;249	5.63	4.12
		Gr. girls	11;225	3.26	2.68

Table 7.1.7 cont'd.

Predictor Sets	Sample	d.f.	L/S actual	L/T/S actual
B_4 *AUTO-BIOGRAPHICAL independently*	Sec. boys	18;744	2.74^{**}	2.73^{**}
	Sec. girls	18;915	1.14	1.38
	Gr. boys	18;249	5.79	5.23
	Gr. girls	17;225	2.91	4.76
B_5 *SUBJECT EVALUATION independently*	Sec. boys	6;744	0.35	0.17
	Sec. girls	6;915	0.40	0.35
	Gr. boys	6;249	1.80	0.86
	Gr. girls	6;225	1.08	0.71
B_6 *TEACHER RATINGS independently*	Sec. boys	6;744	1.13^{*}	1.04^{*}
	Sec. girls	6;915	1.38^{***}	0.81^{*}
	Gr. boys	6;249	3.31	3.92^{*}
	Gr. girls	6;225	0.60	0.75
B_7 *TESTS independently*	Sec. boys	5;744	0.34	0.25
	Sec. girls	5;915	0.41	0.03
	Gr. boys	5;249	0.74	1.40
	Gr. girls	5;225	0.56	1.34
B_8 *SCHOOL ORGANISATION independently*	Sec. boys	4;744	0.41	0.18
	Sec. girls	4;915	0.87^{**}	0.64^{*}
	Gr. boys	4;249	1.09	1.11
	Gr. girls	4;225	2.03	0.34
B_9 *INTENT independently*	Sec. boys	3;744	1.63^{***}	2.70^{****}
	Sec. girls	3;915	3.07^{****}	4.82^{****}
	Gr. boys	3;249	0.31	2.66^{*}
	Gr. girls	2;225	7.96^{****}	8.63^{****}
$\left(\frac{B_1+B_2+..B_9}{A}\right)$ X 100			22.5 18.9 96.0 72.5	21.5 18.7 74.4 68.5

$*$: $p>0.05$ $**$: $p>0.01$ $***$: $p>0.001$ $****$: $p>0.0001$

Table 7.1.7 shows that for secondary school boys and girls the predicted variation in both criteria is markedly less than the predicted variation in the corresponding criteria of intent, as shown in Table 7.1.2. At least half the total criterion variation is now unexplained. For grammar school boys and girls the pattern is reversed, with somewhat more variation being explained in the criteria of actual leaving-staying than in the criteria of intention. Note also, at the bottom of the table, the greater weight of independent contribution from the predictor sub-sets for grammar school boys and girls than for secondary school boys and girls. This is in keeping with the pattern of prediction for the criteria of intention.

For secondary and grammar school girls the intent variables make a worthwhile independent contribution. This is strongest for grammar school girls and weakest for grammar school boys. Attitudes, objectives and interests weigh in more heavily for grammar school boys and girls than for secondary school boys and girls. The subject evaluation variables and the tests do not make any very worthwhile independent contribution for any of the four groups.

THE PARTICULARS OF LEAVING-STAYING BEHAVIOUR

Summary tables 7.1.8 and 7.1.9 show for each regression analysis the zero-order correlation and *beta* weight for each variable which predicted a minimum of 1.0 per cent variation in any of the two criteria. Variables which contributed as suppressors are bracketed *[sic]* in the tables. The criteria are here actual leaving-staying and actual leaving-transfer-staying. 95 predictors or, in the case of grammar school girls, 93 predictors were available for each regression run.

Table 7.1.8 shows the selected predictor variables for secondary school boys and girls. For both sexes the weightiest predictions come from the expressed leaving-staying intentions.

Table 7.1.8: Secondary School Boys and Girls. *Predictor variables accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	Boys				Girls			
	L/S actual		L/T/S actual		L/S actual		L/T/S actual	
Variables	r	Beta	r	Beta	r	Beta	r	Beta
ATTITUDES								
Most friends leaving	[-30	06]	-32	-04	-36	-06	-37	-06
Likes school			30	04				
Prefers work to school	-31	-05	-33	-07				
Parents favour staying on					41	05		
Doing well important	34	10	34	09				
Never worries about tests			-28	-04				
OBJECTIVES - School should:								
Teach you to write easily	18	08	22	07				
INTERESTS								
Starting work	-34	-03						
AUTOBIOGRAPHICAL								
Age	-12	-11	-11	-11				
Preferred occupation	-33	-09	-37	-10	-42	-06	-43	-09
Taking examinations	53	15	49	04				
SUBJECT EVALUATION								
Total subject interest					13	11		
RATINGS								
Examination potential	46	17	53	22	48	07		
Attendance					38	09	36	08
Dress					21	05		
Parental interest					31	06	29	06
TESTS								
Reading			[37	-06]				
Arithmetic	31	04						
Maths					37	03		
Verbal Reasoning	37	10	38	03				
Visual Reasoning			34	03	[23	-07]		
SCHOOL ORGANISATION								
Size of class					20	07		
Examination class	[38	-10]	[47	-03]	44	11	49	13
BEHAVIOURAL INTENT								
Leaving/staying	58	09			60	35	[56	-04]
Leaving/transfer/staying	59	18			[57	-20]	64	05
5-point intent			63	34	58	20	65	39

For boys *examination potential* and *taking examinations* contribute strongly to both criteria, with *examination class* acting as a suppressor variable. For girls *examination class* is important, followed by *examination potential* for leaving-staying and *preferred occupation* for leaving-transfer-staying. Note also that *attendance* is important for girls on both criteria; whereas the attitude variables contribute more for the boys.

The profile of the *typical* secondary school boy leaver is that of a youngster who has made up his mind to leave at the first opportunity. He is most unlikely to be taking examinations or indeed to be regarded by his teachers as an examination prospect. He is interested in starting work, albeit in a low status occupation. Doing well in school is not considered as important. He is very likely to be a less able pupil academically, and he expects that most of his friends will also leave school at the earliest opportunity.

The *typical* girl leaver in the secondary school evinces little interest in her long-term educational future. She is more concerned with leaving at the first opportunity. She is very unlikely to be in an examination class. She anticipates a low-status occupation and her attendance is likely to be unsatisfactory. She too anticipates that her friends will also leave. Her parents do not encourage her to remain at school and, according to her teachers, they take little interest in her schooling.

Table 7.1.9 shows the selected predictor variables for grammar school boys and girls. For boys whether they actually left or stayed is less predictable than whether they left, transferred or stayed, which suggests that the more useful distinction is that between transferring or staying. Leaving is predicted but slightly by any circumstance, the main indication being that of behaviour in school which merits disapproval. For leaving-transfer-staying the best predictors are *leaving-transfer-staying* intent, *attendance, behaviour* in school, *friends leaving or* *staying,* and *occupational preference.*

For grammar school girls actual leaving or transferring is more predictable from expressed intentions to do so than is the case for grammar school boys. The girl who leaves or transfers would seem to do so with her parents' approval. She is interested in starting work. Her attendance is less satisfactory. She has a low opinion of school. More often than not, she is in a voluntary rather than a county school. In her general antipathy to school, coupled with a wish to be at work, she tends to resemble the secondary school leaver rather more closely than she resembles her male counterpart in the grammar school. She is distinguished, however, from the secondary school leaver in the major respect that she is clearly not debarred from the examination system.

The grammar school girl would appear to be distinguishable, as leaver or stayer, in one other important respect. The leaver is more likely to consider that school should be concerned with teaching her how to run a home, whereas the stayer is more concerned that school should help to encourage interests and hobbies, and be responsible for more attention to current affairs.

Table 7.1.9: Grammar School Boys and Girls. *Predictor variables accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	Boys				Girls			
	L/S actual		L/T/S actual		L/S actual		L/T/S actual	
	r	Beta	r	Beta	r	Beta	r	Beta
ATTITUDES								
Most friends leaving	-16	-14	-21	-14				
School the same day after day			-10	-11	-18	-08	-20	-05
Likes school					17	09	20	10
School a waste of time							[-21	05]
Prefers work to school					-18	-07	-19	-06
Works hard at school			11	13				
Parents favour staying on			17	12	22	17	19	12
Talks to parents about school	12	16						
Would rather be popular					-14	-09	-13	-06

Table 7.1.9 cont'd.

	Boys				Girls			
	L/S actual		L/T/S actual		L/S actual		L/T/S actual	
Variables	r	Beta	r	Beta	r	Beta	r	Beta
Doing well important					[20	-06]		
Never worries about tests					-20	-08		
OBJECTIVES - School should:								
Teach you to speak well					15	09		
Help you get a good job	10	13						
Teach you how to run a home					-13	-14	-13	-17
Teach about current affairs					14	10		
Give careers advice					13	17	15	18
Arrange cultural visits							-07	-16
INTERESTS								
Clothes			-09	-12				
Being grown-up	14	16	12	13				
Starting work					-21	-09	-21	-12
Sports, games			10	13				
Television, radio	11	12	11	10				
AUTOBIOGRAPHICAL								
Teacher age-preference	10	10						
Preferred occupation	-13	-10	-19	-15				
Boy friend					-15	-15	-18	-18
School success					14	10	15	11
SUBJECT EVALUATION								
English interest	12	14						
Total subject interest					13	11		
RATINGS								
Examination potential			16	12				
Attendance			24	10	22	09	20	05
Dress			17	07				
Behaviour	19	21	19	14				
SCHOOL ORGANISATION								
County/voluntary					-15	-13		
BEHAVIOURAL INTENT								
Leaving/transfer/staying			23	28	39	38	45	41
5-point intent							[38	-04]

SUMMARY REVIEW

The analyses reported in this section were concerned with the ways in which school leavers *differ* from stayers in their reported attitudes, interests, reactions to school, school circumstances, abilities and attainments. These differences were examined in the light of pupils' stated intentions to leave, transfer or stay on, either immediately at 15 or at 16 or 17, and in relation to whether these same pupils actually left, transferred, or remained at school on or after reaching 15, as revealed by a follow up check in schools in the following school year.

One of the first questions raised in the analysis was whether leaving-staying might be described as encompassing a *typical* pattern of circumstances, or whether there existed a variety of leaving-staying patterns, each distinguished by differing sets of circumstances. Such a typical pattern did indeed emerge when all pupils, irrespective of type of school or sex, were examined, and a similar typical pattern persisted for secondary school pupils. The picture, however, changed for grammar school pupils, largely because these pupils' intentions to leave or stay were less highly correlated with their actual leaving or staying, as checked by follow up.

By the same token, the intentional and actual leaving-staying of grammar school pupils was less predictable from the available evidence than that of secondary school pupils. Very few grammar school pupils expressed an intention of leaving at 15, or indeed actually left at 15, which indicates that early leaving, when defined as leaving at the first opportunity, is no longer the grammar school problem that it was in the 50's.

Instead, the problem persists as one of transfer or delayed leaving. This was interestingly reflected in the regression analysis where, for intentional leaving-staying, prediction increased as intention focussed on leaving at 16 or 17 rather than in the short-term. Similarly, prediction was stronger when distinguishing actual transfer from actual staying on at 15 than when distinguishing actual leaving from staying on at 15.

For secondary school boys and girls, the available pupil evidence predicted intention to leave or stay more accurately than it predicted whether pupils actually left or stayed on, even when intentions to leave or stay were included in the prediction of actual leaving-staying. There are several possible explanations for this. For one thing, leaving-staying intentions were recorded when pupils were group-interviewed, and some of the interview information was not all that dissimilar to the pupils' expressed intentions. For example, pupil responses to such attitude statements as *pupils should stay on after 15,* or *most of my friends are leaving* can be seen as simply more impersonal expressions of intent to leave or stay. Also, a period of some five to nine months intervened between intention and action. Even if expressed intention were a reliable pointer to immediately subsequent behaviour, the time-lapse was such as to allow particular circumstances to intervene for many pupils. The present study does not tell us what these circumstances might have been.

Meteorology provides an analogy. We are all familiar with the tolerable accuracy with which the forecaster anticipates tomorrow's weather conditions. The accuracy of long range forecasting is another matter. Add to this the hiatus between intention and action, and it becomes hardly surprising that the long range forecasting of pupil behaviour, as leaving or staying, is less exact than that of forecasting intention in the short-term.

Differences between leavers and stayers, intentional and actual, and in the short- and long-term, were most consistently clear-cut for secondary school boys and girls. This consistency made it possible to isolate particular circumstances which distinguished these pupils as leavers or stayers. Intending and actual leavers had consistently less favourable attitudes to school than intending or actual stayers. The leavers did less well on the ability and attainment tests. They looked forward to starting work, albeit in lower status occupations. Girl leavers in particular were noticeably poorer attenders than stayers.

What, however, distinguished the two groups above all was whether or not they were taking examinations, whether or not they were in an examination class, whether or not they were regarded by their teachers as capable of doing well in examinations, and whether or not they felt they had the support of their parents for staying on.

It would therefore appear that what shapes most strongly the intentional and actual leaving-staying behaviour of pupils in secondary schools is firstly the school, as a selective agent in providing access to the examinations' system, and secondly the home, insofar as it is seen to provide parental support and encouragement.

The influence of the school as mediator of opportunity through the public examinations system raises two questions, one of principle and one of practice. The first if the fundamental question of whether education is there to serve or improve society. Or put another way, is it the primary duty of the school to serve society by providing access to public examinations for most if not all of its pupils? If so, what price must it pay in terms of those pupils who do not make the examination grade? Or again, if a public examinations system for the majority, then why not for all?

The second and more practical question arises from the evidence. It is this. If leaving and staying are, from the school side, largely determined by examinability, are all schools providing equal opportunities for those who are capable of taking examinations? The evidence suggests for example, that, even with measured ability and attainment held constant, *taking examinations* and being *in an examination class* are still strong influences. Are there therefore significant differences between schools in the opportunities they provide for pupils to take examinations? This particular query will be looked at in a subsequent by-school analysis. We have already seen evidence - from the tests and teachers' ratings in Part 6 - of an untapped pool of ability among leavers.

From the home side the extent to which parental support and encouragement, as perceived by pupils, is corroborated or otherwise by the parents themselves will also be examined in a further parent-pupil analysis.

Among grammar school pupils, for whom the question of examination opportunity does not normally arise, and among whom early leaving is less endemic, the question is that of what influences pupils to transfer or leave at 16.

Grammar school pupils who intend to leave or transfer have less favourable attitudes to school than those intending to stay on. They find school a waste of time, and particularly for those who intend leaving at 16 or thereabouts there is a marked lack of interest in doing well and little perceived support from their parents for doing so.

In their evaluation of school objectives grammar school leavers are more clearly distinguished from stayers than are their counterparts in the secondary schools. The leavers, for example, are less approving than stayers of the vocational and cultural objectives of the school.

School attendance is noticeably poorer among grammar school pupils who actually leave or transfer. This, coupled with less perceived support from parents for staying on, suggests that what distinguishes the grammar school leaver is not so much lack of opportunity in school as the influence of the home. In turn, this suggests that outside school both grammar and secondary school leavers come from homes in which there is less than adequate support for and interest in education.

7.2 PARENTAL AND PUPIL DIFFERENCES

In the previous section it was clear that a major point of difference between leavers and stayers was whether pupils perceived their parents to be in favour of, or against, them staying on in school after 15. This perception suggests that the degree of parental support for, or antipathy towards, extended education may be a crucial factor in determining pupils' decisions to leave or stay on.

The purpose of this section is therefore first of all to examine the relationship between a number of parental and home measures, based on interviews with parents, and the intentional and actual leaving-staying behaviour of the children. Thereafter, home and parental circumstances and attitudes will be compared with those attributable to the pupil and the school.

The section begins by reporting a factor analysis of the home, parental and criterion information in order to establish the degree of complexity of the criterion relationships. This is followed by a regression analysis, in which the strength of relationship between the home variables and the criteria is examined for each criteria in turn, and the *independent* strength of sub-sets of home and parental variables is assessed.

Thereafter, the strongest predictor variables from the home and parent information and the strongest predictors from the pupil information are entered with the test, rating and school variables as predictors in a series of regression analyses in order to determine which of these sources predict most strongly the criteria of intentional and actual leaving-staying.

THE PARENTAL FACTOR ANALYSIS

For the sample of 267 parents for whom pupil group-interview and follow up information (Table A6, Appendix A) were also available, 72 variables based on the parental interviews and 5 pupil variables, 3 of leaving-staying intent and 2 of leaving-staying behaviour, were inter-correlated. All principal components with *eigen* values equal to or greater than 1.0 were extracted from a correlation matrix with unities in the diagonal. The principal components' solution was rotated by Varimax to an improved orthogonal simple structure.

The analysis yielded 22 factors which accounted for 84 per cent of intentional leaving-staying and 79 per cent of actual leaving-staying variation. 95 per cent of the intentional leaving-staying variation and 94 per cent of the actual leaving-staying variation thus accounted for were contained in three of these factors.

A summary of the three factors is presented in Table 7.2.1, which shows all factor loadings equal to or in excess of ± 0.10. 13 variables which were included in the analysis do not appear in the table. These were: *father's employment record* as a home circumstance; parental attitudes towards *standard of work in school*, *progress of the pupil* and *longer day*; parental evaluation of school objectives, that school should: *teach pupils to speak well*, *teach pupils to write easily*, *teach the difference between right and wrong*, *teach pupils to care for their appearance*, *provide school clubs* and *give advice on work conditions*; parental report on the pupil's interest in *pop music* and *sports*; and parental report on whether or not the pupil *helps at home*. Parents of leavers and stayers were not distinguished by their responses to any of these items.

The criterion variation explained by each factor is shown at the bottom of the table, where the first factor is seen to account for over ninety per cent of criterion variation. In other words, the parental information provides a *typical* leaving-staying profile.

Table 7.2.1: Parental Analysis. *Summary of factor loadings (decimal points omitted)*

Variables	Factors 1	3	4
HOME CIRCUMSTANCES			
Number of children	-27	73	
Ordinal position of pupil	-17		
Siblings at school		88	
Siblings at school until 18	34	16	42
Occupants	-20	91	
Bedroom ratio	27	-77	23
Type of dwelling	28		29
Family completeness	15	18	
Mother employed	13	19	-10
Efficiency of mother	34	-39	24
Father's occupation	35	-21	53
Family income	35	-47	40
PARENTAL EDUCATION			
Father's education (length)	20		81
Mother's education (length)	31		68
Father's education (type)	19	-10	82
Mother's education (type)	30		63
Books in the home	47	-15	23
Mother reads	22	-18	13
Father reads			25
OBJECTIVES: School should			
Do drama			13
Teach poetry	20		
Teach things of real use in future job	-10		-16
Help pupils get a good job			-18
Help pupils with examinations	25		
Teach pupils to run a home	-22		
Teach current affairs			12
Help develop personality and character	14		
Teach money management	-10		
Give talks on sex education		-12	
Help pupils to be confident and at ease	11		
Develop pupils' interests and hobbies	-16		
Give careers' advice			11
Arrange work visits	-16		-10
Arrange cultural visits	16		
Arrange community visits	-10		
INTERESTS OF PUPIL			
Earning money	-29	16	-11
Clothes		10	
Being treated as a grown-up			-11
Starting work as soon as possible	-70	15	-17

Table 7.2.1. cont'd.

Variables	Factors 1	 3	 4
Family	22	12	
Marriage	-16	-13	
Reading	38		
Practical hobbies	-17	-16	
Television/radio		10	
PARENTAL ATTITUDES			
Schools more interesting now	26		
pupil teacher relationships better now	20		
Enough attention given to basic subjects		11	
Pupil needs better catered for now			10
Pupil behaviour better now	14	12	
Preferred leaving age for pupil	78	-10	18
Number of school events attended	14		28
Has talked with head or teacher		-14	11
Teachers make you welcome	19	13	
Youth Employment helpful		13	
Favours work experience at school	-21		-17
Pupil should spend more time on homework	-18		
PUPIL-BIOGRAPHICAL			
Sex of pupil	-10		10
Taking examinations	81		11
Time spent on homework	38		11
CRITERIA (pupil based)			
Leaving-staying (intent)	88		
Leaving-transfer-staying (intent)	89	-10	
5-point scale (intent)	88	-11	
Leaving-staying (actual)	85		14
Leaving-transfer-staying (actual)	85		16
PERCENT CRITERION VARIATION:			
INTENT	93	1	
BEHAVIOUR	91	1	3

In Factor 1 the parents of the *typical* stayer report that the pupil is taking examinations and that they want the pupil to remain at school as long as possible, as distinct from starting work. In short, the pupil's staying intention and his subsequent behaviour are firmly corroborated by parental report.

Conversely, the parents of the *typical* leaver report that the pupil is not taking examinations and that they do not want him to stay on. Instead they see him as wanting to start work as soon as possible.

The home circumstances of stayers are seen to be superior to those of leavers, occupationally and materially. Though the families of stayers tend to be smaller it is worth noting that stayers tend to have more brothers and sisters in extended secondary education.

There are generally more books in the homes of stayers than of leavers. The parents, and mothers in particular, of stayers have had a superior education both in kind and degree.

Parents of stayers report that their children are more interested in reading and spend more time on homework. They feel that schools are more interesting and pupil-teacher relationships better than they used to be. They consider that schools should teach poetry and help children to do well in examinations.

Parents of leavers report that their children are more interested in earning money. They favour a greater emphasis on work experience in school and they think that pupils should be taught to run a home.

In Factor 1 the small negative loading on *sex of pupil* suggests that the leaving-staying profile may be somewhat more typical of girls than of boys. In Factor 4, which accounts for three per cent of actual leaving-staying variation, the emphasis is on the education of the parents, and particularly that of the father. There is a small positive loading on *sex of pupil* in Factor 4, suggesting that father's education may be more important for boys in the context of extended education.

Factor 3 is largely a factor of family size and circumstances. The criterion variation accounted for by the factor is very slight.

PARENTAL REGRESSION

In the parental regression analysis the 72 parent based variables from the factor analysis were used to predict each of five pupil criteria. Thereafter, the independent or unique contribution of each sub-set of parental variables was calculated for each criterion in turn. The results are shown in Table 7.2.2. The degrees of freedom in the table assume that all predictors were used. All were available but not all entered into regression.

Table 7.2.2: *Percent variation predicted in each of five criteria*

	Predictor Sets	d.f.	L/S intent	L/T/S intent	5-point intent	L/S actual	L/T/S actual
A	*ALL PREDICTORS*	72;194	63.23^{****}	66.60^{****}	68.22^{****}	67.92^{****}	66.14^{****}
B_1	*HOME CIRCUMSTANCES independently*	13;194	2.18	3.30	3.07	1.19	1.43
B_2	*PARENTAL EDUCATION independently*	7;194	0.66	0.76	0.65	1.00	0.79
B_3	*PARENTAL ATTITUDES independently*	15;194	2.88	2.63	2.39	3.76	2.86
B_4	*PARENTAL EVALUATION OF SCHOOL OBJECTIVES independently*	22;194	4.07	4.81	4.36	1.75	2.54
B_5	*PARENTAL EVALUATION OF PUPIL INTERESTS independently*	11;194	1.26	1.86	2.76	1.46	2.17
B_6	*PUPIL-BIOGRAPHICAL independently*	4;194	5.12^{***}	3.29^{**}	1.71^{*}	5.67^{****}	4.04^{***}
$\left(\frac{B_1+B_2+..B_6}{A}\right)$	X 100		25.6	25.0	21.9	21.8	20.9

*: $p<0.05$; **: $p<0.01$; ***: $p<0.001$; ****: $p<0.0001$

The parental information explains some two-thirds of variation in each criterion, intentional and actual. It is of interest to note that there is no falling-off in prediction as we move from intended to actual behaviour, unlike the pupil regression analyses in Section 7.1, where intentions were predicted more strongly than actual behaviour.

Rather less than one-quarter of the predicted variation is explained independently by the predictor sub-sets. This indicates considerable predictive overlap among the variables, as clustered. The strongest independent prediction comes from the biographical sub-set, with the two sub-sets, parental evaluation of school objectives and home circumstances, each contributing more strongly to the prediction of intended than of actual leaving-staying.

Table 7.2.3 presents the zero-order correlation and final *beta* weight for each variable which predicted or suppressed *[sic]* at least one per cent of variation in any of the five criteria, with all 72 variables available for prediction.

Table 7.2.3: *Parental predictors accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	L/S intent		L/T/S intent		5-point intent		L/S actual		L/T/S actual	
Variables	r	Beta	r	Beta	r	Beta	r	Beta	r	Beta
HOME CIRCUMSTANCES										
Ordinal position of pupil			-21	-09						
Siblings at school	[-11	10]								
Siblings at school until 18	30	07	28	04						
Number of occupants			-27	-12	-27	-13			-24	-07
Bedroom ratio			[31	-07]	[32	-08]	31	04		
Type of dwelling							[27	-05]	[26	-05]
Father's occupation							38	09	40	09
Family income	34	17	40	21	42	20				
Efficiency of mother			[35	-06]	[37	-05]				
PARENTAL EDUCATION										
Father's education (length)	[23	-06]	[26	-08]	[27	-08]	32	05	33	04

Table 7.2.3 cont'd.

Variables	L/S intent r	L/S intent Beta	L/T/S intent r	L/T/S intent Beta	5-point intent r	5-point intent Beta	L/S actual r	L/S actual Beta	L/T/S actual r	L/T/S actual Beta
Mother's education (length)							41	11	41	10
Father's education (type)			28	04	30	04				
Mother's education (type)			[30	-04]						
Books in the home	41	08	42	07	44	09				
PARENTAL EVALUATION OF SCHOOL OBJECTIVES - School should:										
Teach poetry	20	07	21	07			20	05	22	07
Help pupils with examinations	25	08	23	09	23	10				
Develop interests and hobbies					-15	-07			-16	-07
Give careers advice	12	12	10	11						
Arrange work visits	-13	-08	-19	-13	-19	-13			-23	-10
Arrange cultural visits					15	09				
INTERESTS OF PUPIL										
Earning money			-30	-08	-34	-10			-32	-06
Starting work as soon as possible	[-52	04]	-57	-03	-60	-07	-61	-08	-60	-08
Family							20	06		
Reading	32	10	36	13	38	14	34	12	37	14
PARENTAL ATTITUDES										
Schools are more interesting now							21	05		
Preferred leaving age	63	21	64	16	65	20	66	19	63	11
Happy with pupil's progress					13	08				
Visits school			25	08	25	07	[16	-10]		
Talks with teachers									15	07
Welcome at school	20	09	19	07						
Should spend more time on homework					-19	-06			-22	-11
PUPIL-BIOGRAPHICAL										
Pupil taking examinations	69	40	66	32	63	25	70	37	66	33
Pupil helps at home							13	13		
Time spent on homework					[32	-04]	[34	-03]		

Leaving-staying, whether intentional or actual, is distinguished most strongly by the pupil biographical variable, *taking examinations*, as reported by parents. This is followed by *preferred leaving age* among the attitudes and *reading* and *starting work as soon as possible* among their interests. Thereafter, *books in the home* and *family income* are strong predictors among the intentional criteria; whereas *mother's education* and *father's occupation* contribute strongly to the prediction of actual leaving-staying.

PUPIL REGRESSION

A further series of regression analyses was carried out for the 267 pupils for whom the parental interview data were available. In these analyses the predictor variables consisted of 6 curriculum evaluations, three of usefulness and three of interest, 20 attitudes, 22 evaluations of school objectives, 11 interests and 17 biographical variables. These were the same variables as had been used in the pupil analyses in Section 7.1, but with teacher-rating, school organisation, test, sex and age of pupils variables here excluded. The criteria consisted of three leaving-staying intentions and two measures of actual leaving-staying.

The percentage variation predicted in each criterion is shown in Table 7.2.4. The degrees of freedom are based on the 72 predictors available in each analysis, though fewer than this number entered into each regression.

Table 7.2.4: *Percentage criterion variation predicted for pupil sub-sample (parents interviewed)*

d.f.	L/S intent	L/T/S intent	5-point intent	L/S actual	L/T/S actual
76;190	78.68^{****}	76.26^{****}	76.04^{****}	67.23^{****}	68.78^{****}

****: $p < 0.0001$

Table 7.2.5 presents the zero-order correlations and *beta* weight for each variable which predicted or suppressed *[sic]* at least one per cent of variation in any of the five criteria

Table 7.2.5: *Pupil predictors accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	L/S intent		L/T/S intent		5-point intent		L/S actual		L/T/S actual	
Variables	r	Beta	r	Beta	r	Beta	r	Beta	r	Beta
ATTITUDES										
Pupils should stay on after 15	38	10	38	07	38	07				
Most friends leaving	-42	-06	-49	-11	-52	-13	-48	-12	-50	-12
Likes school	36	06	36	04			38	10	37	04
Glad of excuse to stay away							-33	-04	-34	-05
Teachers treat you like children					[-18	06]				
School a waste of time					-37	-03				
Prefer work to school	-39	-05	-43	-04			-38	-04	-40	-03
Prefer a longer school day			21	07	21	06				
Parents favour staying on	57	09	59	11	60	10	58	21	57	17
Doing well important					45	03	[32	-13]	[34	-08]
Never worries about tests	-42	-09	-46	-10	-47	-10	-39	-05	-41	-08
OBJECTIVES - School should:										
Teach you to speak well									22	05
Teach you to write easily					[22	-06]				
Help you get a good job	20	09	21	08	24	10	21	12	20	10
Help with examinations	40	03	43	07	44	06			39	06
Teach you how to run a home									[-20	05]
Teach money management							09	12		
Give sex education									-17	-09
Help you to be confident							18	10	23	11
Teach about work conditions									-17	-08

Table 7.2.5 cont'd.

Variables	L/S intent r	L/S intent Beta	L/T/S intent r	L/T/S intent Beta	5-point intent r	5-point intent Beta	L/S actual r	L/S actual Beta	L/T/S actual r	L/T/S actual Beta
INTERESTS										
Starting work as soon as possible	[-40	04]	-48	-05	-52	-12	-51	-14	-56	-20
AUTOBIOGRAPHICAL										
Spare time							17	09	17	09
Preferred occupation	-44	-05	-51	-09	-54	-13	-47	-14	-52	-18
Taking examinations	82	70	78	50	75	43	63	35	60	27
Liked by teachers							22	05	21	06
School success					22	06				
Intelligent, as seen by teachers							27	13	26	07

Ten variables appear consistently as predictors for all or most criteria, intentional and actual. Of these ten, whether or not the pupil is *taking examinations* stands out above the remainder. Thereafter, in rough order of contribution, we find whether or not *parents favour staying on*, the level of *preferred occupation*, whether or not the pupil anticipates *starting work as soon as possible*, whether or not *most* of his *friends are leaving*, whether or not he *never worries about tests*, whether or not he thinks that school should *help you get a good job*, whether or not he *likes school*, whether or not he thinks the school should *help* him *to do well in examinations*, and whether or not he *prefers work to school.*

Again, as in previous pupil analyses, the *typical* leaver is distinguished from the *typical* stayer - within schools by exclusion from, or access to, the examinations system; without schools by the degree of perceived parental support for extended education. Attitudes to school are consistently more unfavourable among leavers, whose overriding interests lie in starting work as soon as possible.

Certain attitude variables specifically predict leaving-staying intention. Of these the main one is whether or not *pupils should stay on after 15.* Whether or not *school* is seen as *a waste of time*, and whether or not *doing well at school* is seen as *important* appear specifically for leaving-staying intent in the long term.

PARENT-PUPIL REGRESSION

This analysis brought together the parental and pupil variables as selected and presented in Tables 7.2.3 and 7.2.5, together with the school organisation, teacher rating, test, age and sex of pupil variables. All of these data were available for 224 pupils (Table A6, Appendix A). For these pupils regression analyses were carried out in order to predict each of the five criteria, three of leaving-staying intention and two of actual leaving-staying. The three measures of leaving-staying intention were included in the prediction of actual leaving-staying.

These analyses were carried out in order to observe which variables, from the range of information available, predicted leaving-staying most strongly. The previous analyses in this section had provided short-lists of the more important parental and pupil predictors. The results of the present analysis are shown in Table 7.2.6 where, in addition to overall prediction, the independent or additional contributions to prediction from particular sub-sets are presented for each criterion in turn.

At the bottom of the table the variation accounted for independently by all of the sub-sets is expressed as a percentage of the variation accounted for by all predictors in conjunction. These percentages are small. They indicate a very considerable predictive overlap among the sub-sets. This is confirmed in the body of the table, where the independent contributions from the sub-sets are generally small and non-significant. The major independent contributions to the criteria of intent are from the pupil

Table 7.2.6: *Percent variation in each of five criteria*

Predictor Sets	d.f.	L/S intent	d.f.	L/T/S intent	d.f.	5-point intent	d.f.	L/S actual	d.f.	L/T/S actual
A *ALL PREDICTORS*	43;180	79.34****	51;172	80.54****	53;170	83.04****	52;171	76.20****	56;167	76;98****
B_1 *HOME CIRCUMSTANCES independently*	3;180	0.22	6;172	0.76	4;170	0.83	3;171	0.00	3;167	0.15
B_2 *PARENTAL EDUCATION independently*	2;180	0.25	4;172	0.38	3;170	0.32	2;171	0.39	2;167	0.27
B_3 *PARENTAL ATTITUDES independently*	2;180	0.01	3;172	0.17	4;170	0.24	3;171	0.62	3;167	0.16
B_4 *PARENTAL EVALUATION OF SCHOOL OBJECTIVES independently*	4;180	0.73	4;172	0.52	4;170	0.16	1;171	0.22	3;167	0.15
B_5 *PARENTAL EVALUATION OF PUPIL INTERESTS independently*	2;180	0.3[illegible]	3;172	0.56	3;170	0.69	3;171	0.00	3;167	0.40
B_6 *PUPIL-BIOGRAPHICAL independently*	1;180	0.82**	1;182	0.00	2;170	0.11	3;171	2.28**	1;171	1.20**
B_7 *PUPIL ATTITUDES independently*	6;180	0.72	7;172	1.00	8;170	1.79*	7;171	1.00	7;167	1.03
B_8 *PUPIL EVALUATION OF SCHOOL OBJECTIVES independently*	2;180	0.27	2;172	0.00	3;170	0.28	3;171	1.93**	7;167	0.31
B_9 *PUPIL INTERESTS independently*	1;180	0.23	1;172	0.04	1;170	0.00	1;171	0.73*	1;167	0.74*

Table 7.2.6 cont'd.

Predictor Sets	d.f.	L/S intent	d.f.	L/T/S intent	d.f.	5-point intent	d.f.	L/S actual	d.f.	L/T/S actual
B_{10} *AUTOBIOGRAPHICAL independently*	2;180	12.46****	2;172	5.40****	3;170	2.87****	5;171	0.27	5;167	0.26
B_{11} *SCHOOL ORGANISATION independently*	5;180	0.87	5;172	2.00**	1;170	1.89**	5;171	0.40	5;167	0.35
B_{12} *TEACHER RATINGS independently*	6;180	0.86	6;172	0.81	6;170	1.03	6;171	1.33	6;167	1.06
B_{13} *TESTS independently*	5;180	0.07	5;172	0.41	5;170	0.44	5;171	0.29	5;167	0.06
B_{14} *AGE AND SEX OF PUPIL independently*	2;180	0.24	2;172	0.03	2;170	0.30	2;171	0.20	2;167	0.87*
B_{15} *LEAVING/STAYING INTENTION independently*	-	-	-	-	-	-	3;171	2.42**	3;167	2.61***
$\left(\frac{B_1+B_2+\ldots B_n}{A}\right) \times 100$		22.9		15.0		13.2		15.9		12.5

*: $p<0.05$ **: $p<0.001$ ****: $p<0.0001$

autobiographical sub-set. The major contributions to the two criteria of actual leaving-staying are from the leaving-staying intention sub-set.

Table 7.2.7 presents the zero-order correlation and final *beta* weight for each variable which predicted or suppressed *[sic]* at least one per cent of variation in any of the five criteria, when the selected parental and pupil variables, with the test, rating, school-organisational age and sex of pupil variables are available for prediction.

Table 7.2.7: *Predictor variables accounting for 1.0 per cent or more criterion variation (decimal points omitted)*

	L/S intent		L/T/S intent		5-point intent		L/S actual		L/T/S actual	
Variables	r	Beta	r	Beta	r	Beta	r	Beta	r	Beta
HOME CIRCUMSTANCES										
Number of occupants			-24	-08	-27	-09				
Father's occupation									40	03
Family income			42	03	44	03				
Efficiency of mother					[44	-04]				
PARENTAL EDUCATION										
Father's education (length)					[27	-04]				
Mother's education (length)							41	11	40	07
Mother's education (type)			[29	-05]						
Books in home	40	07	41	04	44	04				
PARENTAL ATTITUDES										
Preferred leaving age					65	02	69	08		
Visits to school			23	04	25	05				
Welcome at school			21	05						
Should spend more time on homework									-20	-05
PARENTAL EVALUATION OF SCHOOL OBJECTIVES - School should										
Teach poetry									25	04
Arrange work visits	-14	-09	-19	-08					-25	-04

Table 7.2.7 cont'd.

	L/S intent		L/T/S intent		5-point intent		L/S actual		L/T/S actual	
Variables	r	Beta	r	Beta	r	Beta	r	Beta	r	Beta
PARENTAL EVALUATION OF PUPIL INTERESTS										
Earning money					-37	-03				
Starting work	-53	-05	-58	-08	-63	-10	-63	-13	-63	-09
Reading	32	07	36	10	39	09	34	04	39	07
PUPIL-BIOGRAPHICAL										
Pupil taking examinations	72	17	68	02			74	24	68	20
PUPIL ATTITUDES										
Pupils should stay on after 15	35	09	34	08	33	09				
Most friends leaving					-49	-05				
Likes school							38	04	36	03
Glad of excuse to stay away							-30	-04	-31	-07
Prefers work to school			-42	-04			[-38	06]	[-42	03]
Parents favour staying on			55	06	56	03	55	07	55	09
Doing well important					41	09	[28	-08]	[31	-06]
Never worries about tests			-46	-03	-47	-05				
OBJECTIVES - School should:										
Help you get a good job	21	05								
Help with examinations	[37	-08]							[36	-03]
Teach money management							10	15		
Help you to be confident									24	05
INTERESTS										
Starting work as soon as possible	[-41	06]	[-47	03]			-51	-13	-55	-12
AUTOBIOGRAPHICAL										
Preferred occupation	[42	-04]	[50	-04]	[54	-06]				
Taking examinations	83	60	77	42	73	32	[60	-08]	[57	-09]
Liked by teachers							25	06		

Table 7.2.7 cont'd.

Variables	L/S intent r	L/S intent Beta	L/T/S intent r	L/T/S intent Beta	5-point intent r	5-point intent Beta	L/S actual r	L/S actual Beta	L/T/S actual r	L/T/S actual Beta
SCHOOL ORGANISATION										
County/voluntary									-18	-07
Grammar/secondary			53	06	59	09	[44	-07]	[56	-03]
In examination class	58	13	71	25	73	23	[59	-02]	[64	-02]
TEACHER RATINGS										
Examination potential			68	07	74	15	63	21	71	15
Attendance			[39	-03]			[37	-09]	[36	-09]
Dress and appearance			34	03						
Behaviour	26	08	24	07					23	05
Parental contact					[18	-06]	28	09	28	09
Parental interest	[36	-07]	[37	-05]	[38	-04]	48	03		
TESTS										
Reading	[42	-04]	[55	-05]	[60	-06]				
Arithmetic					[55	-03]	48	05	51	02
Maths	47	03	61	03	66	03	56	02		
Verbal reasoning			55	03	59	08				
Visual reasoning			46	07			[36	-05]		
PUPIL AGE									-16	-08
BEHAVIOURAL INTENT										
Leaving/staying							[67	-18]	75	07
Leaving/transfer/ staying							70	39		
5-point intent							68	02	77	31

For the intentional criteria the strongest predictors are *taking examinations* (parental and pupil report), *examination class* (school report), *examination potential* (teacher report), *starting work* (parental report), *parents favour staying on* (pupil report), *books in the home, family income* and pupil's *reading* (parental report), *mathematics* and *verbal reasoning* (tests). *Preferred occupation* (pupil report), *parental interest* (teacher report) and *reading* (tests) contribute to prediction as suppressor variables.

For actual leaving-staying the strongest predictors are *taking examinations* (parental report), *examination potential* (teacher report), *starting work* (parental report), *5-point intent* (pupil report), *parents favour staying on* (pupil report), *mother's education* and pupil's *reading* (parental report), *arithmetic* (tests) and *likes school* (pupil report). *Taking examinations* (pupil report) and *examination class* (school report), which were among the strongest predictors of leaving-staying intention, are here acting as suppressor variables, very probably because of the inclusion of the intentional criteria among the predictor variables.

It is of further interest to note that though *grammar/secondary* contributes to the prediction of leaving-staying intention, and acts as a suppressor variable in the prediction of actual leaving-staying, its predictive weight is much less powerful than might have been anticipated.

SUMMARY REVIEW

When the home circumstances, parental education and parental attitudes of leavers and stayers are examined what emerges is a typical leaving-staying profile.

The stayers, with their parents' encouragement, are remaining at school in order to take examinations. Their home circumstances, economically, occupationally and educationally, are superior to those of leavers. Though they come from smaller families, they tend to have more brothers and sisters remaining at school until 18. Their mothers in particular tend to have had a superior education. They are described by their parents as more interested in reading and as spending more time on homework. Their parents are generally more approving of the school.

The leavers are not taking examinations . Instead, with their parents' approval, they are leaving at the first opportunity in order to start work as soon as possible. Their parents tend to be less well off and to have had a poorer education. There are fewer books in the homes of leavers so that consequently or otherwise they tend to be less interested in reading. Their parents favour a greater emphasis on work experience in school. They are less concerned that the school should help with examinations than that it should teach pupils how to run a home.

This typical picture which emerges from the parental report is entirely consistent with that based on pupil report. Leavers, stayers, and the parents of leavers and stayers are unanimous with regard to certain basic circumstances. Of these by far the most important is whether or not the pupil is seen, or sees himself, as an examination candidate.

Parental report is corroborated by pupil report. Each in turn is corroborated by teacher report. Indeed, such was the consistency of agreement, that none of these differing sources added very much that was new or unexpected to the total picture. Examinability, examination opportunity and parental encouragement are the major determinants of staying on. The early leaver, by contrast, is a non-examinee whose interests and aspirations are directed towards the prospects of early employment.

7.3 SCHOOL DIFFERENCES

The school analysis was undertaken in order to answer two questions. The first and more general question arises from the research literature in Section 1.1. It asks whether it is possible to identify features of school organisation which contribute to the holding power of the school. The second question asks whether schools are providing equal opportunities for those pupils who are capable of taking examinations. This question arose from the finding, in Sections 7.1 and 7.2, that examinability and examination opportunity are major factors in pupils' decisions to leave or stay on. It is, therefore, a more specific formulation of the general question, if only because opportunity to take examinations would appear to be a major determinant of the holding power of the school.

These questions are examined in two school-based factor analyses. The first analysis was carried out with data for all 50 sample schools. The second analysis was carried out with 33 secondary schools.

THE BY-SCHOOL FACTOR ANALYSES

The all-school analysis included seventy variables; the secondary school analysis included sixty-nine. Previous analyses in Part 7 simply distinguished schools as grammar or secondary. In the present analysis three of these secondary schools are relabelled as comprehensive. One of these was a junior high school from the two-tier system of secondary education in the Craigavon area, and two were bilateral.

Some of the variables used in the analysis were based on information from the school schedule. Others were based on teacher ratings of sample pupils, and others again were based on the group interview, tests and follow up of pupils.

The careers and counsellor indices are based on all pupils in each school. The remedial indices and percentages in 5th and 6th forms are based on or related to the numbers of pupils in forms 1-4. Four variables are derived from the 6-point examination potential rating scale: the percentage of sample pupils rated as less able; the percentage of sample pupils rated as capable of passing in one or two *and* three or more C.S.E. subjects at below Grade 1; the percentage of sample pupils rated as capable of passing one or two *and* three or more subjects in G.C.E. '0' level or C.S.E. at Grade 1, and the percentage of sample pupils rated as capable of passing subjects at G.C.E. 'A' level.

The test indices are sample-based. They include the school test means, the percentage of pupils scoring *below* one standard deviation from the sub-sample mean for each test (see Table B2.3, Appendix B), and the percentage of pupils scoring *above* one standard deviation from the mean of each test. Since all test indices are based on test raw scores, the mean age of each school sample at date of testing is also included as a variable.

Six variables are classified as school holding indices. These are percentages of pupils in the 5th and 6th forms as proportions of pupils in forms 1-4, percentage of sample pupils intending to stay on at school after 16, percentage of sample as leavers, percentage as transferrers and percentage as stayers.

Each of two sets of variables, one for all schools and one for secondary schools, was inter-correlated and analysed by the method of principal components. All principal components with *eigen* values equal to or greater than 1.0 were rotated by Varimax to an improved orthogonal simple structure. This gave fifteen factors in the all-school analysis, and eighteen in the secondary school analysis.

In order to simplify the factor solutions only those factors are reported which accounted for at least five per cent of explained variation in any of four variable sub-sets which were judged to be criterial of pupil opportunity, potential and leaving-staying behaviour. This reduced the number of factors in the all-school analysis to five, and the number in the secondary school analysis to eleven.

Both factor solutions are summarised in Table 7.3.1. Only those factor loadings which are equal to or in excess of ±0.30 are shown. The percent variation explained for each of the four criterial sub-sets of variables is given at the bottom of the table.

Six variables are excluded from the table. These are *streaming-first year, streaming-second year, mean class size (sample), counsellor index, meetings of department heads,* and *informal staff meetings.* None of these loaded sufficiently highly on any of the reported factors to be included in the table.

THE ALL-SCHOOL ANALYSIS

The all-school analysis is dominated by Factor 1, which accounts for all of the test performance and most of the school holding variation. Since the factor clearly distinguishes grammar from secondary schools, but with overlapping examination opportunities, it is not surprising that less of the opportunity variation is explained.

Factor 5 distinguishes schools with a high proportion of 5th year pupils taking G.C.E. and C.S.E. These schools tend to have fewer pupils transferring at 15. Factor 8 distinguishes schools which provide C.S.E. courses and have a higher percentage of 5th formers taking C.S.E. These schools tend also to have more pupils receiving remedial teaching.

Factor 10 links the comprehensives with higher proportions of pupils rated as being capable of G.C.E. This association is not, however, substantiated by evidence of greater G.C.E. enrol-

Table 7.3.1: *School analysis summary of factor loadings (decimal points omitted)*

Variables	All Schools (n=50)					Secondary Schools (n=33)										
	1	5	8	10	13	1	2	3	4	6	8	10	11	12	14	16
TYPE AND SEX OF SCHOOL																
County/voluntary						65								30		
Size of school						34						-38				
Size of sample						37						-47				
Co-ed./single sex							-48		37						-48	
Grammar	93					..	..	..	..		..	..	..		*Excluded*	
Secondary	-85										-95					
Comprehensive				72							95					
School facilities											50					
School clubs					34									57		
Parent-teacher association													38			
PUPIL ORGANISATION																
Streaming - third year	-31												30			
Streaming - fourth year	-48															
Streaming - sample	-47															
Examination decision year	-38															
Pupil participation									80							
SCHOOL ENVIRONMENT																
%age free meals	-58					-74								-34		
%age parental unemployment	-46					-56			-40					-34		
%age pupil attendance	61						-74									
TEACHER DEPLOYMENT																
Pupil/teacher ratio								-30		-39						

Table 7.3.1 cont'd.	1	5	8	10	13	1	2	3	4	6	8	10	11	12	14	16
%age teacher vacancies					-30											
%age teacher turnover															59	
%age teachers under 26 years						-36				-45					67	
Remedial teacher index	-58	-31								80						
Careers' teacher index		35						39	35	30						
Formal staff meetings											-43					57
Follow-up of leavers	49															
EXAMINATION OPPORTUNITY																
'A' levels	55				61			44						67		
'O' levels	33				77			51						58		
C.S.E.	-45	40	67					62	33							41
Other examinations	-47		38		-39		-61									
%age 5th year taking G.C.E. only	63				58				-31					79		
%age 5th year taking G.C.E. & C.S.E.	-31	78							80							
%age 5th year taking C.S.E. only	-32		81					35						-36		45
%age sample in examination class	90							65				-34				
%age sample in 'mixed' class	-63											93				
%age sample in non-exam. class	-66											-80				
PERCEIVED POTENTIAL																
%age pupils receiving remedial teaching	-62		43							92						
%age pupils needing remedial teaching	-79									72						
%age sample rated as less able	-76						32								56	
%age sample rated capable of C.S.E.	-81							-38			-36			-33	-48	
%age sample rated capable of G.C.E.	33			72	30	33		53			55					
%age sample rated capable of 'A' levels	85												83			
SAMPLE MEAN AGE				37			31	-42			-31					

Table 7.3.1 cont'd.

		1	5	8	10	13	1	2	3	4	6	8	10	11	12	14	16
TEST PERFORMANCE																	
Sample mean score:	*reading*	97					84										
	arithmetic	92					80										
	mathematics	96					80										
	verbal reasoning	98					64							40			
	visual reasoning	94					81										
%age sample bright:	*reading*	91					83										
	arithmetic	80					44		34					44	30		
	mathematics	91					40				-36	34					
	verbal reasoning	90												80			
	visual reasoning	86					31		33		-33			51			
%age sample backward:	*reading*	-91							70		-36						
	arithmetic	-80					-91										
	mathematics	-83					-90										
	verbal reasoning	-91					-56	57									
	visual reasoning	-84					-85										
							-86										
SCHOOL HOLDING POWER																	
%age pupils in 5th form		83															
%age pupils in 6th form		89							93								
%age sample intending staying 16+		93							72								-32
%age leavers		-86							83								
%age transferrers		47	-46			-44		81									
%age stayers		92						-58	-63								
									89								
Percent variation on:	*EXAMINATION OPPORTUNITY*	35	11	16		17		6	17	11			20		20		5
	PERCEIVED POTENTIAL	58		5	13		6		10		26	10		14		10	
	TEST PERFORMANCE	92					51		7					10			
	SCHOOL HOLDING INDICES	75	5			7		19	59								

ment, sample test performance or school holding power.

Factor 13 associates the provision of G.C.E. 'O'level courses with large G.C.E. enrolments and fewer pupils transferring.

THE SECONDARY SCHOOL ANALYSIS

Factor 1 in the secondary school analysis is a major test-performance factor. Schools with higher mean test scores have lower percentages of backward pupils. These schools tend to be local authority schools with fewer younger teachers, larger intakes and a greater proportion of pupils rated as capable of G.C.E. They also tend to be less handicapped environmentally. It is of interest to note that this factor accounts for much less of the test brightness variation.

Factor 2 is a 'leaving' factor. 'Leaving' schools are associated with poor attendance, non-transferring and backwardness in mathematics. These schools tend not to provide other examinations such as R.S.A. They are also largely single-sex schools.

Factor 3 is a school holding factor. Staying on and larger 5th and 6th forms associate with a wide range of examination opportunities in the school, perceived G.C.E. potential and brighter pupils, particularly on the test of visual reasoning.

Factor 4 associates schools in which fifth forms are taking G.C.E. and C.S.E. with a higher rate of pupil participation in the life of the school.

Factor 6 is a remedial education factor in which schools with a greater perceived remedial problem and more remedial provision have fewer bright pupils but not, oddly enough, more backward pupils on the evidence from the tests.

Factor 8 distinguishes the comprehensive from the secondary intermediate schools, with the former rating their pupils as capable of G.C.E., and the latter tending to rate their pupils as capable of C.S.E.

Factor 10 distinguishes schools with classes for examination and non-examination pupils from those with classes for non-examination pupils only. The former schools, those with 'mixed' classes, tend to be smaller.

In Factor 11 schools which rate a higher proportion of their pupils as capable of 'A' levels also tend to have brighter pupils, particularly on the mathematics test.

In Factor 12 schools which provide 'O' and 'A' levels tend to have a larger proportion of 5th formers taking G.C.E., and more school clubs.

In Factor 14 schools with younger teachers and a higher staff turnover are associated with a poorer estimate of their pupils' ability and C.S.E. potential.

In Factor 16 formal staff meetings are associated with 5th year C.S.E. schools with smaller 6th forms.

SUMMARY REVIEW

In Sections 1 and 2 of Part 7 it was evident that whether or not pupils were taking examinations was a major factor in their decisions to leave or stay on at school. Schools also differed in the numbers of their pupils leaving, transferring or staying on. This raised the question as to whether or not schools were providing equal opportunities for pupils, while recognising that the examination capability of pupils may also differ among schools.

For a number of reasons the simplest contrast in leaving-staying numbers is between grammar and secondary schools. The majority of grammar school pupils are selected; the grammar school curriculum is directed towards examinations; the pupils are expected to stay their course, and their home circumstances are more conducive to staying on. These conditions and expectations are traditional to the grammar school.

They are not traditional to the secondary school. Indeed, it is only in the last ten to fifteen years that the secondary school has begun to challenge the contrary expectation, that because many of its pupils are less able and with less favourable background circumstances, therefore few if any of its pupils will be capable of taking examinations.

When we examine the evidence, we find that, by and large, there is a fairly consistent relationship between examination opportunity in the school, its perception of pupil potential, the performance of its pupils on the tests and the proportion of its pupils staying on. The extent and range of examination opportunity shows up as being of particular importance in the secondary school, both for pupils staying on and for transfer. Schools, for example, which make available both G.C.E. and C.S.E. courses are less likely to have pupils transferring to other schools.

Secondary schools with a higher proportion of leavers had also a poorer record for attendance, as judged from the pupil samples. This of itself may suggest that the home background of pupils in these schools is less than conducive to staying on. The pupils in these schools, which were more frequently single-sex than co-educational, also tended to be more backward in mathematics.

Three of the fifty schools in the sample were classifiable as comprehensives. Though there was no evidence that these schools had a higher proportion of stayers than the other secondary intermediate schools, it was interesting to note that the comprehensives tended to rate a higher proportion of their pupils as capable of G.C.E. This may, indeed, suggest that these schools have a higher level of expectation of their pupils.

By contrast, single-sex schools with both a higher proportion of younger staff and a greater turnover of staff tended to rate a greater proportion of their pupils as being less able. Since pupils in these schools were not noticeably inferior on the tests or proportionately more backward it might be concluded that these schools tend to under-rate their pupils.

Backwardness in schools, as defined by the test evidence, was closely related to poorer economic circumstances and unemployment among parents. On the other hand, backwardness on the tests appeared to be largely unrelated to the problem of backwardness as percieved and remedially provided for by the schools.

PART 8: SEVEN DIMENSIONS OF ATTITUDE

Alongside the survey investigation, an experimental study of the comparative validity of certain methods of information gathering was conducted. The results of this methodological enquiry are reported in Part 9. In this part of the report, we consider the content of pupil responses to two of the instruments used in the method study: the unstructured interview and the unstructured self-completion questionnaire. Both of these were confined to the investigation of pupil attitudes to education as discussed under seven topics: schoolwork, teachers, school rules, starting work, and the attitudes of fellow pupils, friends and parents.

At this point it should be stressed that, because of the restricted nature of the sample, the particular views presented here cannot necessarily be regarded as fully representative of pupil opinion. In addition, the selection of quotations used to illustrate opinion was made on a judgemental rather than on a strictly statistical basis. Nevertheless, these spontaneous comments proved of sufficient interest in providing additional insights into how pupil attitudes to education are formed to justify separate presentation. The procedure followed is to present a selection of pupil responses illustrating each of the seven dimensions and, with only brief introductory and final comment, to allow the quotations to 'speak for themselves'.

8.1 ATTITUDES TO WORK IN SCHOOL

As might be expected, pupils tended to dwell on the utility and interest of school work. In general, responses were fairly favourable although, as will be seen from some of the following quotations, criticisms of a fairly pungent nature were also quite frequently expressed.

Responses of pupils to queries about their school work can be conveniently arranged under five headings: relevance of the work to their future lives and particularly to their job prospects, the effects of teachers and teaching methods on attitudes to school work, the difficulty level and the work-rate demanded, opportunities for choosing subjects and subject content that interested them, and active versus passive learning.

1. *THE RELEVANCE OF SCHOOL WORK*

> *When I go into a factory they say are you good with your hands. I can say I do woodwork and then they'll take me.*
>
> *Where's P.E. going to get us? You get plenty of exercise outside....It's a waste of time.*
>
> *It is alright to a certain extent. But when you are in the leavers' classes in fourth year the work we get is wrong. We should get work that would help us when we leave school.*
>
> *Well in maths we're doing pay packets and I think that would come in very handy....how to sort out your wage packets....and how to save and all that.*
>
> *The work we do in school is quite interesting but sometimes I wonder what we'll do with geometry and sets after we leave school.*
>
> *I think we should have more lessons on cookery, hygiene etc., so as when most of us leave school and get married we will know a good deal of what we should do about the house.*

> *I'm going to open a shop....I want to do principles of accounts and commerce.*
>
> *I think most of it is very interesting and will help me later on but [certain] subjects I think are rather pointless. I mean how is it going to help me later on by knowing when Richard III was born?*
>
> *I think that if I wasn't heading for a good [examination] that I would want to get away too.*

Perusal of this sample of comments reveals the strongly felt need among these young people for school to prepare them adequately for the world outside. They also imply that, when pupils can see some point to their work, their attention can be captured and their interest held. While the dangers of a narrowly vocational education have often, quite properly, been stressed the disillusionment of certain pupils, particularly leavers, with the secondary course cannot be ignored. It is perhaps worth remembering in this context that 'goals organise behaviour' and that feelings of purposelessness usually result in apathy or indiscipline. Is this why 'examination' pupils (those with a very specific aim) cause less trouble in school?

2. THE INFLUENCE OF THE TEACHER

Pupil attitudes to teachers will be discussed more fully under a separate heading but comments on the direct effect of teachers on pupils' interest in classwork occurred so frequently that they deserve some examination at this stage.

> *I only like those subjects where I like the teacher.*
>
> *Some of its O.K. and some of it - well it's not the work that bores me, it's more the teachers.*
>
> *If our attention wanders it's not our fault if the teacher hasn't made the subject interesting enough, yet we get blamed.*

> *School is fairly boring at times when class is throwing things across the room and making fun of the teachers.*
>
> *I do principles of accounts which I like because the teacher always has a couple of jokes in the class. I work better like this because of the friendly atmosphere.*
>
> *Why can't teachers make work more interesting and put feeling and warmth into it because I find most work boring.*
>
> *Most of school work is very interesting....but a lot depends on the teacher....if they can't put the things across to us in an interesting way it is very boring and you feel like going asleep.*

While teachers might justifiably reject the idea that their function is to entertain, it is clear that many pupils do appreciate the efforts that teachers make to present their material in an interesting way. It would also appear from these comments that when a pupil likes the teacher this approval tends to generalise to the subject taught.

3. LEVEL OF WORK AND WORK RATE DEMANDED

> *Well some of it is quite easy to understand but then there's other stuff where it's not explained to you enough and you get muddled and then if you are left behind, well that's your hard luck....*
>
> *I don't like maths because I'm not good at it.*
>
> *I don't like maths. I can do them but they just don't interest me.*
>
> *If I could do the work I would like it but I am not too good at it.*
>
> *They keep changing the Prime Minister back and forward.* (In answer to the question 'Why don't you like history?')
>
> *My writing is terrible but they just go on at me about it but I just can't get it better.*

> *I am good at them [woodwork, history and games] and I like them.*
>
> *Some of the work I can do but other subjects which I was no good at in the past still have an effect on me now. I think it was a mistake putting me in a G.C.E. class.*
>
> *I think most of the work in school is desperate as it is far too hard.*
>
> *The work in school is quite interesting because it is set out easy at the beginning of the year and gets harder. What I don't like is the work being hard all the year round.*
>
> *It is a waste of time. You learn nothing. Truthfully I hate it.*
>
> *They should have the amount taught in two years [rather than four].*
>
> *I like to get on, work hard in the classes. And I don't like to slack and stay behind others.*

What is most apparent from these sample comments is the strongly felt need of these young people for some kind of job satisfaction. It is also clear that the teacher's task of adjusting work levels and rates is not easy since with some respondents the work is felt to be too hard or too fast and with others there is indignation that their time in school is largely wasted by too leisurely rates of progress.

As will be illustrated later a considerable demand existed for individual rather than group treatment, but it is worth considering here the despair expressed by some of these pupils at falling behind in their work. Frequent comments connecting loss of interest with inability to keep up suggests that the familiar learning paradigm 'heightened interest leads to heightened performance' is also reversible. Success, admittedly less easily achieved with lower ability pupils, is a powerful motivator to learning.

That success brings penalties as well as rewards is recorded with some feeling in the following comment:

> *Because we are in the top stream we are not allowed to do anything wrong.*

On the other hand, another respondent writes with equal feeling on being denied the opportunity to do commercial subjects which she sees as the gateway to vocational success:

> *I don't think that it's fair that the girls in the lower form shouldn't get the opportunity to earn more money when they leave school.*

4. *CHOICE OF SUBJECTS AND SPECIALISATION*

> *I would like to do typing but I am not in the typing class....you see we are in the 'O' level stream....and the other class they do the typing....*

> *Well, I think some of the subjects help towards your education, towards jobs. It depends what you want to do when you leave school....but I think you should be allowed to say what you want to do, you know.*

> *I think school work is boring. They should have more subjects from which we can choose.*

> *Some people got all [the subjects they chose] and I didn't get one. Surely this is unfair.*

> *This year in school is a lot better than last year for I was able to choose a wider range of subjects than I was last year. I think because of this my life in school so far this year has been more interesting and a lot more enjoyable, and I hope some day when I leave school that my work and education will show.*

> *But as for commercials, some people don't go to work at these subjects at all when they leave school, so I think this is very stupid.*

> *I like to be able to absorb lots of different and interesting things, e.g. in geography, and I enjoy it all really seeing we can choose our own subjects.*

> *I myself would like to be a typist but I think [certain other subjects] are a bore and waste of time, as I could be doing more typing, as this is the job I would be doing when I leave school.*

Examination of these selected quotations reveals the diversification of interests among adolescents and the increasing demand for competence in specific subjects. So far as school work is concerned these interests often appear to centre on vocational ambitions. The school is expected to provide relevant courses and there is little appreciation of the administrative or other difficulties which may frustrate these needs. While the difficulties encountered by the schools in providing a large range of subjects and satisfying every pupil's needs would be acknowledged by all those familiar with the problems, it does seem clear that these young people were often happiest at and worked hardest in those subjects they had chosen themselves.

5. *TEACHING METHODS*

> *I think it's not bad but it could be better. I think we get too much classwork. There should be more outdoor work.*
>
> *The work we do in school is very interesting because we do experiments, go on trips to learn about it.*
>
> *I like it because you have to find out for yourself and it makes it more interesting. Most of the classes are.... doing projects and if they make a mistake they don't get criticised.*
>
> *I think the work in school is too formal.*
>
> *I think we should get out on nature rambles and that we should be allowed to study the world about us more.*
>
> *Well it's Wordsworth and his works are pretty typical. If you have heard one you have practically heard them all.*
>
> *And you have to go over the same verse in the Bible over and over again until you know them by heart.*
>
> *We are doing tenses and more tenses and you get fed up with the whole thing and just give up.*
>
> *There are bits of it we did in first year and this should be cut out to let us get on with something new.*

> *The work....is boring because....we have done it all before. I think it is useless.*
>
> *Nothing exciting is in the work and I hate school.*
>
> *If one really puts their mind to it, work becomes as easy as play....most of it is fun and very interesting.*
>
> *Most of it's quite interesting but sometimes in can be boring if you have to learn things by heart like dates in history and symbols in chemistry....I think [field trips] would help us to understand more and then in exams we can write about what we have seen instead of using words out of the textbook.*

From these comments it is evident that the exposure to new teaching methods has made this generation of pupils rather more critical and demanding than their predecessors. The gathering interest of the adolescent in the adult world outside and the developing urge to initiate rather than passively to receive learning are reflected in the widespread approval of projects and field trips which, they claim, assist the learning process. While some of these youngsters clearly find their classwork of fascinating interest the appetites of others are dulled by lack of variety, constant revision and the absence of novelty or excitement in the work.

8.2 ATTITUDES TO TEACHERS

The relationship between pupils' liking for teachers and pupils' interest in the work has already been noted. In this section we examine more extensively the attitudes to teachers which were spontaneously brought up by our respondents in the questionnaires and interviews. The characteristics of teachers which the youngsters thought worthy of mention can be categorised under ten headings. It seems likely that this large number could be condensed to two main attitudes: teacher 'efficiency' and teacher 'warmth'. However, the use of a detailed framework appears justified in that it allows a more refined analysis of pupils' views. Because of the large number of categories, summary comments on the quotations are kept to the end.

1. *MEN AND WOMEN TEACHERS*

> *I think a man can have more power over a class. The ladies say next time I'll send you out, but they don't.*
>
> *It's just that she treats us like wee lads, you know.*

2. *PREFERENCE FOR YOUNG OR OLDER TEACHERS*

> *The young ones have got, like, more up to date views on things, not like the old ones. They are sitting till doomsday.*
>
> *Well, I think if the teachers are young....they have been at school not so long ago and they understand how you feel about school.*
>
> *Some of the older ones I get on with too, but I think in general the younger teachers understand you better.*

3. INEXPERIENCED TEACHERS

When a new teacher comes to the school they try to act the 'hard man'. We are usually not impressed at all.

The new teachers that have come to the school, I think some of them are a bit easy on the girls, just let them off. I don't think they understand how everything works. But the teachers that have been here a long while, they know all the tricks that the girls get up to.

Most new teachers are quite strict as they are possibly hoping to catch the headmaster's eye.

Some of the new teachers....are better....because they know when to stop and have a joke or a break with the pupils.

4. APPROACHABILITY AND UNDERSTANDING OF PUPILS

The most serious thing a teacher has to know is adolescence.

Most of the teachers are friendly and you feel free to talk to them....as man to man and not boy to master.

The teachers in school are fantastic. They try to talk to you as a person and not just as a mob of kids.

The ones who tend to put up a hard face end up being the really nice ones.

There are the odd few who always seem so cross and always look as cold as stone.

You can say things to him and he won't take offence.

If you have done anything wrong and you want to keep a secret but you have to tell someone, you can tell Mrs.- or Mrs.- and they would keep it to themselves but help you on your way, you know.

I think one of the most important aspects of a teacher must be that he understands the child is growing up into a man or woman.

She will....talk to us, you know, more like a mother to us sometimes.

I think the teacher and the pupil - there should be something between them but there shouldn't be a barrier.

5. CLASS MANAGEMENT

Some of them can't control the class and they don't get to explain it enough because there's that much talking going on.

There's only a couple that can't control the class. I don't like them. You never learn anything in their class.

Well, like, most people would think that the teachers who aren't very strict are good because you can jump about and all, but the best teachers are the ones that are strict and keep you at your work.

You can't get concentration by being strict all the time.

Some of the teachers take the needle too easy. They think that they are the boss and you must do what they want instead of treating you like adults.

They should be [stricter] because we just play on them.

There's two extremes....there's one that's soft and one that rules with an iron hand.

When pupils find that the teacher's soft they act on it and the teacher's life and the pupils' lives are a misery.

I like a strict one and one that teaches you plenty.

Well you like her to be pleasant but she has to be firm too. Pleasant and firm. You usually find that the strict ones are the best teachers.

[I didn't like] one of them teachers that's old-fashioned, puts you in alphabetical order and then says you must not speak to your partner.

[They should] ease off a bit....give a bit more consideration to the pupils you know and they'll give a bit of consideration to the staff.

6. SENSE OF HUMOUR

I like a teacher who is able to make you work hard, but at the same time....has a sense of humour.

They tell you jokes now and again and brighten it up a bit.

I like a teacher that can give you a laugh but make you work at the same time.

Like, some of them you can't even laugh with or they just throw you out.

She's a good 'gag', you can always talk to her and she's always happy - cheer you up.

7. REWARDS AND PUNISHMENTS

Some teachers scare me and even when you try to do your best they do not encourage you by saying "That's good". In one class I was writing a long essay and the teacher said "I told you not to do it too long". Yet I was doing it for him.

There are a few whom I dislike because they always try to be sarcastic and make you look a fool in front of the class.

On the whole all the teachers are good, all but a few.... who are too hard and to tell you the truth I am afraid of them.

One or two I hardly talk to. I just listen to them as they make me nervous.

I think teachers who scream and shout are as babyish as they make us out to be.

Most of the teachers are friendly....[but]....there are some who scare me to death and every time their class begins I really quake all over.

I think the ones who scare you into learning are the ones I dread most.

I like the ones who treat you as their equal, they don't scare you into learning.

He just goes around banging the desk and scaring you and making you jump.

If you do anything wrong they punish you....I think it would be better talking it over with you.

I don't think that's the right way to have to learn, being scared of the teacher like that.

He uses fear and he forces the subjects into you.

8. *TEACHING METHOD AND LEVEL AND PACE OF WORK DEMANDED*

There are also some teachers who just give you notes on the subject and never bother to demonstrate it or show you it. These are mainly old-fashioned teachers.

If you don't understand it, they'll come and talk to you and help you to understand it.

I can't understand him....you don't know what to do. He expects too much of you.

Some teachers like, they have all the degrees and all but they can't really explain themselves.

I think if they taught you slower so that you would be able to understand it - you would learn it without it having to be repeated over and over again.

Well some of them give you an awful lot of homework and you've very little time to yourself.

She says you are just going to have to understand it but she doesn't explain a thing.

They are very straight [with] you and they take time to explain everything.

[I like] one that has patience....one that will explain it to you until you do understand.

The maths teachers, he is away two weeks and I don't get proper maths....I wish he would come back.

If a teacher just sets you down and says "Do this, do that", it goes sort of in one ear and out the other.

[I like a teacher] who teaches you well and never stops teaching you.

[A good teacher] is one who would help you in your work instead of just standing up at the front and talking.

You can go and ask him questions and all and he will answer you back. You get some teachers who don't want to answer you at all you know, very blunt.

Other teachers would sit down and go over the homework with you and tell you what you did wrong and how you can improve it.

Well our English teacher is good because she listens to our opinions....she doesn't ramble on and not give you a chance to speak.

9. ENTHUSIASM

I really liked our last year's history teacher who was always so enthusiastic that she made the history lessons which I previously found boring very interesting.

If the master just sits there and doesn't do anything he makes it boring....dead boring.

Some are hard working. Some are lazy.

The teacher of shorthand - I think she's fantastic - she enjoys it - obviously - and the way she can put it through.

We enjoy her classes. She works hard....and she likes to take us out of school to see the things she teaches us about.

Some of them just don't want to be bothered.

10. FAIRNESS

Some of them just have their pets and spend all their time talking to them and not bothering with us.

The teachers are very fair. They have got a great teacher-pupil relationship. If you play ball with them they'll play ball with you.

> *Maybe I got the same....as them [but] they wouldn't say nothing to me but they would praise the other girl'cause that's her pet.*
>
> *If he likes you, you're alright, but if he doesn't, you've had it.*
>
> *There are some teachers....and if they don't like you first go they pick on you all the time. Some of my friends were picked on all the time by the same teacher and it wasn't really right.*
>
> *I think they're dead on. We play fair with them....and then we are alright.*

Perhaps the most striking feature of these comments is the perceptiveness of pupil observations. In fact, when taken together as a group, they appear to cover all the main dimensions of teacher leadership styles as found by more sophisticated observers.

Pupils had, in particular, a great deal to say about teaching methods and pupil-teacher relationships. So far as method is concerned, there were frequent demands for an individual approach to teaching. Pupils felt aggrieved when they were unable to follow the work and there were many pleas for better explanations and for a slower approach when new content was presented. Some respondents observed that, if new work was presented more carefully and if individual difficulties were resolved at the time, there would be less need for revision by teachers later on. Teachers who had patience with students' learning difficulties were much appreciated.

Pupils also approved of teachers who worked hard and were enthusiastic about their subject. The implication is also conveyed that these characteristics are catching and that pupils themselves are infected by teacher enthusiasm. It was also recognised by pupils that activity methods and outside visits meant more work for teachers; but these extra efforts did not go unappreciated.

While some respondents complained that they were over-worked in school (and afterwards with homework) others displayed intense dissatisfaction with the amount of work given and the standards reached. This was most often true among some of the early leavers whose bitter comments conveyed a deep sense of injustice at being deprived of their rights to a 'real' education.

References to teacher personality most frequently indicated approval of such characteristics as 'warmth', 'approachability', 'understanding' and 'consideration'. There was widespread appreciation of teachers who recognised that young people were themselves reaching out towards adult status and a consequent dislike of teachers who held themselves aloof from pupils. The comment by one respondent that there should be 'something' between pupils and teachers but not a 'barrier' is particularly insightful.

The need for teachers to understand the nature of adolescence and the tendency, among girls in particular, to regard teachers in the role of surrogate parent suggests that, while these young people were aspiring towards the status of grown-ups, they were still far from certain about their future role as adults.

Pupils who referred to the sex of their teachers most often preferred male teachers because, it was claimed, men treated them as more grown-up and were more likely to command respect in the classroom. Young teachers were also preferred because 'they are more like us', were more approachable and were more likely to use 'new methods'. On the other hand, it was recognised that new teachers tended to be uncertain in their classroom management and sometimes over-reacted by being too lenient or too strict. The number of references to a teacher's sense of humour was surprisingly high, the occasional joke being much appreciated in that it 'brightened up' the lesson and presumably served to reduce the social distance between pupil and teacher.

According to their self-reports, pupils greatly disliked the use of sarcasm and ridicule as methods of discipline, claiming that such methods injured their status as emerging adults by humiliating them before their peers. A number of pupils also observed that fear did not make a good basis for learning, that they were too frightened in certain classes to attend fully to the work or to participate by asking questions.

Nevertheless there was strong disapproval of teachers who were unable to control the class. It was clear from a number of comments that pupils were tempted to go as far as they could in disrupting the class, but that they got little real satisfaction out of it. Pupils, in fact, were often annoyed at being denied the chance to learn. However, the occasional relaxation of discipline was enjoyed and it was evident that pupils generally disliked teachers who were unremitting in their classroom control.

A considerable number of pupils also commented on a teacher's sense of fairness in rewarding and punishing. Some pupils, rightly or wrongly, felt that their teachers had a 'down on them'. Others were more idealistic and objected to injustices to fellow pupils. Yet others championed their teachers' sense of fair play and argued also that pupils had a responsibility to be fair to their teachers.

Overall it was clear from their observations that pupils, in general, thought well of the majority, if not all, of their teachers. From these comments it would appear that, for pupils, the 'ideal' teacher is one who is warm and approachable, is hardworking and good at explaining, is able to control the class, has a sense of humour, rewards and punishes fairly, and helps pupils attain a high standard of work.

8.3 SCHOOL RULES AND ORGANISATION

With some pupils, the subject of school rules and organisation excited little interest; with others it stimulated considerable comment, both favourable and unfavourable. Responses are considered under two headings: general approval or disapproval and comments about specific rules or procedures.

1. *GENERAL COMMENTS*

> *It is like a prison camp in school, not allowed to do this, not allowed to do that.*
>
> *Some people say "Rules are made to be broken". But the rules in our school are fair, as they are made for the benefit of the pupils and not just the pleasure of the teachers.*
>
> *They are just enough to keep the school with a good name but also let us have our fun.*
>
> *The teachers tend to make rules for us to obey when they like and really I think that some day they shall expect us to bow down to them as if they were 'God Almighty'.*
>
> *If they didn't have the rules, the place would be in chaos.*
>
> *[I] don't pay any attention to them.*
>
> *[I] try my hardest to obey them.*
>
> *There's too many of them....the half of them's stupid.*
>
> *Beginning of the year they say read them....but nobody bothers.*

The variety of opinions illustrated by these comments indicates that, while the same set of rules may be in operation for a group of pupils, they, nevertheless, tend to perceive them in very different ways. Thus, with some pupils, the necessity for rules is clearly understood and they willingly put up with some restrictions to their personal liberty. For others, the rules are an imposition of teachers designed to make their lives in school uncomfortable. A typical response of such pupils is to react aggressively and to delight in breaking school rules. For yet other pupils, the rules appear not to be too irksome, but because there are 'too many to remember' or due to inconsistency or irregularity of enforcement they are simply disregarded where possible.

2. *COMMENTS ON SPECIFIC RULES*

> *It [the uniform] is good because everybody is more or less the same.*
>
> *Some of them might come in in very expensive clothes every day and show some of the other girls up.*
>
> *I think they could modernise the uniform a wee bit.*
>
> *The uniform is pointless and I don't think that we should be made to look like tailor's dummies. I like to dress individually and I don't think that uniform could possibly heighten anyone's capacity for learning.*
>
> *School uniform is an awful thing. We are all dressed like idiots.*
>
> *Some families are so poor that they can't afford to buy the school uniform. This creates a difference between who wears it and pupils who don't.*

> *Well, prefects have a job to do but....I think they have too much power.*
>
> *It's as if they [prefects] were made queens or kings or something....they never think that once they were just an ordinary pupil. I would never take the job of a prefect anyway.*

> *That's a good rule because people could easily be killed [if] they go out [of school at lunch time] and then it's the school's fault.*

> *[We are not] allowed out at lunch time. I think that's stupid....if you can't look after yourself when you are in fourth year, you'll never be able to look after yourself.*
>
> *Sometimes you get really bored walking round the school at lunch time and then it puts you off for the rest of the afternoon classes.*

> *I don't really see what a haircut has to do with getting an education.*
>
> *Yes, I would like to see them letting the boys wear their hair long....it takes so long to grow....and like some of them are neat. They just say "get it cut". I don't like to see that in a boy, it's awful hard.*

> *You have to walk on the left hand side of the corridors which is funny because - why not walk on the right?*
>
> *I agree with this keeping to the right because there would be terrible congestion if this didn't take place.*

Specific rules which provoked considerable comment were those relating to school uniform and appearance, prefects, freedom to go outside at break times and movement about the school. In all of these can be discerned a pre-occupation with independence together with a reaction against routine and uniformity. Expressed in other directions, these characteristics might well be considered admirable.

As in the more general comments, those concerning specific rules and regulations also reveal significant differences among pupils in both level of understanding and in toleration of restrictions on personal freedom. It is also clear from certain of the observations that the reason behind such apparently simple rules as keeping to a particular side of the corridor is not always understood. Among other pupils, the teachers' reasons for establishing a rulc was understood and yet pupils were not fully convinced of the reasonableness of the rule.

8.4 WORK COMPARED WITH SCHOOL

It was natural, with young people in their last year of compulsory education, that the topic of starting work should provoke a good deal of debate both of a rather general nature and on specific aspects of the decision whether to leave or remain at school beyond the minimum leaving age.

1. *GENERAL COMMENTS INDICATING APPROVAL OR DISAPPROVAL OF THE IDEA OF STARTING WORK*

When you have been at school since you were four it's a bit long....eleven....or twelve years....and it gets a wee bit boring.

When it comes, it comes. Just one of those things.

I think there's great friendship at school.

I think when you start work you'd rather just be back at school, you'll get fed up working.

I'm near dead to get out working.

I think it's not fair, you know, the way next year they're making them stay on till 16. I'd resist that there. If you don't want to stay on it's obvious you're not going to work, isn't it? I suppose it's alright if you've 'got it up there', you know.

2. *EDUCATION AND LEARNING AT WORK AND AT SCHOOL*

The more [education] you get, the more you get smarter. Right? And so you would be able to get a good job.

[At school] you get exams, you get a better education.... you won't be in a dead end job.

When working, you still learn....you learn about life and people.

> *Being at work would be a pleasure compared with school. At least we would learn something.*
>
> *You will be able to learn better stuff when you are working....when you are at work you are only doing one subject, so you will know all about it.*
>
> *It will be far more interesting than school....you will learn more about things you didn't learn at school.*
>
> *If you are prepared to work, then....leave. But if you are the lazy type who would like to mess about in school, then stay on.*
>
> *I worked during the summer holidays - five days a week, full hours and it was very tiring.*
>
> *At school even though we have to work hard I can really say I enjoy it.*
>
> *In work you won't be sort of messing about as much, you know. There you have to get down to it more.*
>
> *I think we should be given more responsibility at school to prepare us for work.*
>
> *When you finish your third year....you should be able to choose your job and....they should teach you all about it so that when you leave school you will know all about the job.*

Pupil responses to enquiries about work and school suggest that, even among those young people expecting an early start to work the topic of learning was still important. It was also clear that many early leavers were tired of formal schooling which they had begun to regard as 'kids' stuff', not to be compared with the serious job of earning a living. They were eagerly anticipating the challenge of new kinds of learning at work. Stayers, on the other hand, took school-based learning very seriously. For them, 'getting a good education' was the key to vocational success and the avoidance of 'dead end jobs'.

3. MONEY AND INDEPENDENCE COMPARED WITH INSECURITY

> *I have to make do with ten bob a week. If I was working I would have lots of money. On the other hand I enjoy school very much and would hate to leave it.*
>
> *All your mates have money, all getting new dresses and all and they're going out somewhere and we can't.*
>
> *Money problems would start and you would have to start paying stamps and tax and everything.*
>
> *If we were paid for going to school I would stay on for ever.*
>
> *I think you should pay a person at school if they attend every day....and nobody would mitch.*
>
> *Being out at work, I just can't wait for the freedom.*
>
> *Work is the one thing I can wait for....I am not really ready for work yet.*
>
> *I would like to stand up on my own two feet for once and I think if I start working this will help me. [At work] you are not always under the constant eye of the teacher.*
>
> *[You] never know what the foreman [will] be like - he could be worse than any teacher.*
>
> *In school you get nursed and looked after; when you are working you have to look after yourself.*
>
> *If you make a mistake at work it could....earn you the sack.*
>
> *I like school and I hate the thought of hunting for a job.*
>
> *In school we must act like angels whereas in work we can act our age and get on much better.*
>
> *I don't fancy leaving school. It's a very big step.*

Many pupils complained of the hardships of having to put up with little money of their own and for them the prospect of earning money appears to be a strong incentive for starting work. For some pupils, the solution to the problem was a simple matter of paying pupils to stay on. Some respondents, on 'the more jam tomorrow' principle, asserted that the financial sacrifice of staying on was worth it in the belief that future earnings would be enhanced by a 'good education'.

Respondents also tended to anticipate a good deal more personal freedom when out working and they tended to think that work would help to mature them. This optimism, however, was often tempered by doubts about their ability to cope with the work and by anxieties about finding the right job.

With other pupils, however, the shelter of school was preferred to the rigours of earning a living, either through apparent inertia or because of a frank recognition that they were not yet mature enough to be launched into the adult world of work.

8.5 FELLOW PUPILS

It seems probable that the attitudes of fellow pupils to school influence, to some extent at least, young people's own attitudes to education. In addition, it is likely that pupils who get on well with other pupils enjoy school more and possibly, therefore, are somewhat more likely to continue their education.

> *In my own class at the moment....they are kind of way putting me off school. They say "I can't wait to get out of here. I hate it".*
>
> *I like this school so much because....I get on well with everyone in our class and I think this means a lot.*
>
> *There is a feeling in this school of security, knowing that you are liked.*
>
> *Pupils in this school are rather inclined to be unfriendly and if you are a bit out-of-date with clothes etc., they ignore you and make fun.*
>
> *I don't think they are a friendly type, you know. You have to be in crowds or you are not in at all.*
>
> *I have made lots of friends through sport. I find it easy to make friends here.*
>
> *If you are off sick or in the hospital they always ask about you and if you are in trouble they will stand by you and help you.*
>
> *All the pupils in this school are good - even the girls.*
>
> *I don't like the pupils in this school and I keep myself to myself and so do my friends.*
>
> *I only know a few of them, but most of them I don't like. They play rotten tricks on you.*
>
> *When I first came to the school, I was very nervous and they all started to talk to me and make me feel as if I had been here for ages.*
>
> *Some people snub the higher streams because they think we are snooty, but we are not.*

> *If you are in a lower class they think, "Oh, I can't really associate with her".*
>
> *The pupils in this school are alright, although some of them think they are real ladies.*
>
> *When you see pupils out around the streets....acting the fool and making people talk about the school, it does annoy me.*
>
> *There are some pupils in this school I could strangle. They act just like children in a primary school.*
>
> *The pupils in this school are nearly all very friendly although some annoy me by outwardly defying school rules. ...These girls are just a disgrace to the school and don't deserve to go to such a good school as ours.*
>
> *Sometimes they never give the teacher peace....shouting and all and [he] can't keep them quiet.*
>
> *Most of the pupils in this school are 'hard men' and I think they feel the same as I do about the teachers, rules, etc.*
>
> *Most of the pupils in our school are very reasonable [but] there are the big bullies who think they can do what they want, take what they want from the ones who can't fend for themselves. They don't bother me personally but they are bad.*
>
> *Some pupils I do not like in our school, but I have to go on trying to play with them. Some call me names but some....are my friends. They help me to try and work in school.*

Interaction with fellow pupils produced very different effects on different pupils. Thus with some the daily meeting with their fellows was a pleasurable experience and made school life enjoyable. Others, however, displayed considerable resentment at being excluded from in-groups or cliques and were driven away from the main body of pupils towards companionship with a few like-minded friends. Among other pupils, there was also antagonism towards certain kinds of pupils, in particular 'snobs', bullies, classroom disrupters and pupils who misbehaved outside. In brief, it is clear from these responses that, insofar as it was affected by the opinions and behaviour of the pupil body, school life was a very satisfying experience for some, while for others it bordered on misery.

8.6 FRIENDS IN SCHOOL

We have already seen that respondents had a good deal to say about their fellow pupils and that pupils' attitudes towards their fellows appeared to have some bearing on their own attitudes towards school. If this is so, it might be expected that the opinions of those particular pupils who were closest to them would possibly exert an even greater influence.

> *My friend and me, we agreed last year to stay on.*
>
> *My friends hate it! They can't wait to get out. They liked it at first but not now. They seem to be influenced by each other - if one leaves then the others will leave.. ..my friend who is staying on has to. She hopes it won't be a drag or she'll never last out.*
>
> *Well they vary a lot. Some of them absolutely hate it. They hate the teachers, they hate everything about it. And some of them love it, they practically cry whenever they think of leaving it.*
>
> *The friend that I have now is definitely leaving school at Easter. She's like myself, her friends have put her off too. They have left school and are working.*
>
> *Well there was only one who didn't want to stay on and he started working....he took two days off and he got the sack and he's back at school doing 'O' levels. He was sorry he went out to work like, he wished he'd stayed on at school.*
>
> *Some of them are fed up with it....but they are going to stay on to do their exams.*
>
> *My best friend likes school a lot and knows it will help her as she wants to go on to be a nurse. Most of my friends in school like it. But a few can't wait to get out and they mitch a lot and get out of as many classes as possible. I don't think there's any point in keeping them here when they won't learn. It depresses them and the teachers yet because of our age limit [they] are being kept on while instead they could be working.*
>
> *I think most of my friends like school but they don't want to stay on.*

> *My friends don't mind school as it passes the time of day. If there was no school I'm sure they would be very bored. We don't usually talk about school, we talk about more important things.*
>
> *Well, my friends, most of them love school. I mean the only school they like is this school and wouldn't change schools or classes. They find most subjects and teachers interesting. I like school myself.*
>
> *I think my friends dislike school very much - I think they do. This morning when the principal said we were getting the day off, everybody cheered, including me.*
>
> *Their attitude towards school changes....all the time. So it's hard to find out what they really think of school.*
>
> *My friends think that this school is a holiday camp and they are right....it teaches you nothing.*
>
> *Most of my friends think that the opportunities in this school are fantastic.*
>
> *Most of my friends like it here and take their schoolwork very seriously, but I know others who hate it.*

These comments illustrate the extent to which like follows like. But more than that, there is the suggestion that friendships established on a particular basis can influence attitudes and behaviour in quite different areas. Thus it is possible for pupils to form a friendship group based on some initial interest, such as school sport. However the group's attitude towards another aspect of school, leaving/staying, for example, may be at variance with that of a particular member, in which case there is normative pressure for the member to fall into line. Although this is hardly likely to be coercive, several of the comments quoted above suggest that it is strongly influential.

8.7 PARENTS

The final topic which questionnaire and interview respondents were asked to discuss was that of parental views on secondary education. As with the opinions of other pupils and friends, it seems that the attitudes of parents exert an influence on pupils' decisions to leave or remain at school. Further than that, of course, parental sanctions operate much more directly in that the young person may be forbidden to leave, or to stay, although it would appear from pupil comments that these sanctions are seldom invoked. In general, parents tend to rely on persuasion rather than coercion.

> *If your parents force you to stay on then....you know you start to resent school. On the other hand if they didn't really care then you tend to think "Ah, they don't seem to worry about school, why should I?".*
>
> *I thought my parents did not care, but I have found out that they care a lot.*
>
> *They are keen for me to stay on and get as much education as I can because they always say it's harder and harder to get a job now.*
>
> *My parents are very interested in my education. They keep on telling me they are not going to let me go to ruin and leave at an early age, when I can get a good education, because they never got such a good education.*
>
> *He did G.C.E. and he....ended up as a bus conductor and he thinks I'll be just the same.*
>
> *She thinks that the quicker I'm out in a job the better.*
>
> *Well they say I would be better leaving school and learning a trade than staying here and doing nothing.*
>
> *He says it's up to me, he wouldn't force me to stay on if I don't want to.*
>
> *[They say] the decision is up to me and no-one else.*

They tell me it's best to stay on....but....if I didn't want to and I wasn't prepared to work, I didn't have to stay on.

My daddy wants me to stay on as long as I can and my mummy wants me to leave....for the money.

He wants me to stay on at school, mummy doesn't....so she can leave work.

My daddy's not really worried about school, he lets mummy do it.

She thinks I should go out to work as soon as possible and I keep telling her "No, I want to get my G.C.E" and like I probably would.

He would like me to stay on but that's just an argument between me and him. You know I always argue with him over that.

My parents think a boy's education is much more important than a girl's. My dad thinks a girl's place is in the home. I think my dad's views are very old-fashioned.

I know I'm not brainy but my parents and teachers say I'm lazy and don't want to learn.

He's always saying..."You're going to join the army". I say to them "There's no harm in trying C.S.E." and they joke and say "The only C.S.E. you're going to get is C.S. gas"....you know.

Well, from I was no height my mummy was drumming it into me "You do well at school".

My parents are not interested in my schoolwork....you could say my father has a little interest.

My father says that we should not get any homework, they should give us a rest.

When I complain about homework they say it will be worthwhile when I'm sitting in a good comfortable job.

My mother had to leave school when she was thirteen and my father left when he was twelve....so I think that's why they take such an interest in our education. My mother says while we learn and do homeworks she learns too through our homeworks.

I tell her to try and help but she hasn't a clue about some of the things I do.

> *My father's dead now....[my mother] she wants me to go on and get a good career.*
>
> *They both say it's the happiest days of your life and they're right.*
>
> *My mother always says that school days are the best of your life but I do not agree.*
>
> *My parents think it's great just because they're rid of you most of the week.*
>
> *My mum and dad enjoy helping us for they would like to go back to school themselves.*

A study of these sample comments reveals the wide differences in parental support for their youngsters' education. They range from intense interest and commitment, through rather non-intervenionist attitudes or even indifference, to unconcealed opposition to what the schools are trying to achieve. While the comments give a clear indication of the lengths to which certain parents are willing to go in furthering their children's education, a disturbing feature is the frequency with which pupils reported that the decision to stay on or leave was left to themselves. It was as if certain of the parents prided themselves on not interfering. Yet such a crucial decision surely deserves, if not interference, at least intervention on the part of the parents.

Some of the pupils themselves expressed pride in being treated as a grown-up, in being allowed to make the decision themselves. Others, possibly more perceptive, were less charitable about their parents' motives in standing aside from this issue.

If lack of parental interest in education is disturbing, direct opposition is even more distressing. Fortunately, however, there were relatively few reports of outright denial of a young person's wish to further his education or of parents being in direct conflict with the school. Overall, it can be justifiably concluded from pupil comments that the majority of parents, if not always as positive in their support as might be wished, were, nevertheless, taking an encouraging degree of interest in their young people's education.

PART 9: THE EXPERIMENTAL STUDIES

QUESTIONNAIRE AND
INTERVIEW METHODS
COMPARED

The Schools Council Enquiry No. 1 (1968), which strongly influenced the direction and content of the Northern Ireland investigation into early leaving, had collected its information from pupils by the method of individual interviewing. For the Northern Ireland study it was proposed to use the vastly more economical self-completion questionnaire method. However, before committing the survey to the use of this method, it was necessary to establish that a self-completion questionnaire could as validly collect the information required from the type of respondent to be encountered in the survey (including lower ability pupils) as could an individual interview. Part 9 of the report presents the results of a series of methodological studies planned to investigate this problem. The first of these consisted of a set of pilot studies conducted before the main study. As a further check these experimental studies were continued alongside the main investigation and provided additional evidence on the soundness of the instruments under actual survey conditions.

9.1 INTERVIEW VERSUS QUESTIONNAIRE: BACKGROUND

Bias in the collection of data is a problem that besets all methods of information gathering, not least those of self-report. Proponents of the interview method argue that the accuracy of self-report is enhanced by the rapport gained in the face-to-face situation in comparison with the greater remoteness of the self-completion questionnaire approach. Hyman (1954), however, reports a number of studies which indicate that task- rather than person-orientated interviewers are more successful in gaining accurate self-reports, so that it would seem that the textbook emphasis on the importance of rapport may well have been exaggerated.

Advocates of the interview method also point to the flexibility of the interview, its tailor-made quality in comparison with the off-the-peg nature of the questionnaire. Thus the interviewer can adjust his language level to that of the respondent, can repeat and rephrase questions and can employ intensive probing 'to get at the truth'. Because of its flexibility, however, the door is opened in the interview to the intrusion of interviewer bias. Bias can arise from the influence (not necessarily conscious) of the interviewer's own opinion, from interviewer-respondent differences (such as sex, social-class or ethnicity) and from situation (whether, for example, the interview is conducted on the respondent's or interviewer's 'home-ground'). As Hyman's researches have shown, such influences are more likely to intrude when the interview is left open (that is, where the interviewer is permitted a good deal of freedom). For these reasons it has been suggested that the survey type interview should be of the structured type in which the interviewer is left relatively little freedom to vary the language or order of the questions and in which supplementary probes that may be needed are exactly specified. In this way variations in the stimuli presented to respondents are minimised.

To the extent that the questionnaire administrator is more 'distant' from respondents (than in face-to-face interviewing) the intrusion of biasing influences are lessened. It seems unlikely, however, that these are altogether absent as users of self-completion questionnaires have generally assumed, for, even where the questionnaire is completed at home, respondents will have formed some impression of the administrating agency and it is unlikely that their responses remain totally uninfluenced by such impressions. Nevertheless, it would appear that privacy of completion does encourage greater accuracy of self-report.

Questionnaires, whether completed singly or in groups under instruction, require much less of researchers' time than does individual interviewing. In the present study, for example, it was estimated that individual interviewing of all respondents in the survey would require approximately 1,400 hours of interviewing (approximately 3,300 interviews of an average length of 25 minutes) in comparison with group self-completion questionnaires requiring approximately 130 hours (assuming it required 60 minutes on average for each group of 25 pupils).

Where 'captive' respondents are available, the economy of the questionnaire method suggests itself as an important advantage. It is, however, the validity rather than the economy of his instruments which should be the first concern of the survey researcher. Given the importance of the question, it is, perhaps, surprising that hardly a score of research reports exist in which questionnaire and interview have been applied to the same group (or equivalent groups) and results compared. While the number of such investigations is limited, the field of their enquiries has been wide, ranging over child-rearing practices (Sears, 1965), anxiety in trainee pilots (Ambler *et al*, 1958), job-satisfaction in industry (Wedell and Smith, 1951) and 'love-relationships' of university students (Ellis, 1947). The general conclusion that may be drawn from these studies is that, for the types of respondent participating and the kinds of content of the instruments, the interview and questionnaire prove to be virtually interchangeable. However, in all of these investigations the respondents have been considerably older, and in most rather more highly educated, than the 15-year-olds to be surveyed in the NICER study. It was evident, therefore, that the Research Unit would have to mount its own investigation to establish whether a self-completion questionnaire could be substituted for individual interviewing of pupils.

CONSTRUCTION AND PRE-TESTING OF SCHEDULES

The content of the interview and questionnaire schedules was identical and based (with certain amendments) on that of the interview schedule devised for the *Young School Leavers* survey. The preliminary forms of the instruments were restricted to the main content areas of the pupil survey: attitudes to education (30 items), objectives of secondary education (27 items) and pupil interests (22 items).

In the questionnaire version each of these statements was followed in the booklet by a four-point scale (*Agree strongly* to *Disagree strongly* or *Very important* to *Not at all important*). Mindful of the work of Terris (1949), who showed that a significant percentage of questions asked in public opinion polls were beyond the reading capacity of the majority of respondents, the statements in the present schedules were couched in language capable of being understood even by the 'slow learner'. As a further aid to comprehension in the group situation, the administrator was also to read each statement aloud before inviting response on the scale. The interview schedule followed exactly the item wording of the questionnaire, and instructions and explanations were almost identical. Printed cards, with the same response format as used in the questionnaire, were also devised. On these the interviewee was required to indicate his response to the statements read out to him by the interviewer.

The questionnaire version of the schedule was tried out in two schools, using groups of lower ability pupils. No serious management problems were encountered and the pupils showed an encouraging interest in completing the questionnaire. The try-outs, however, uncovered a number of difficulties and ambiguities in the wording of certain statements and instructions. These were subsequently re-cast in an improved form of the schedule.

9.2 EXPERIMENT 1 - INTERVIEW VERSUS QUESTIONNAIRE

In the following account, which is an abbreviated version of a paper first published by Bill (1973), the aims of the experiment are outlined, and the composition of the pupil sample and the procedures used are then described, followed by the presentation of results and summary conclusion.

AIMS

The basic problem to be answered by the present study was whether a representative group of 15-year-olds, including lower ability pupils, could cope with a detailed self-completion questionnaire, or whether difficulties of comprehension or responding required a one-to-one situation. More specifically, the main hypothesis to be tested was that the group administered questionnaire would distinguish between the responses of school leavers and stayers as adequately as would the individual interview.

SAMPLE AND PROCEDURES

Four schools (three secondary and one grammar) were selected to provide a sample judged to be representative of Northern Ireland secondary schools. The criteria against which the two measures were to be tested were: (1) intention to *leave* or *stay* on at school beyond the minimum leaving age of 15; (2) *examination potential,* rated on a six-point scale by class teachers. From class lists of pupils first entitled to leave in the year of testing, pupils were randomly drawn in the proportion of three leavers to two stayers in the secondary schools. All the available stayers in the grammar school were used, and boys and girls were equally represented in both types of school. Verbal reasoning (Moray House 11+) scores available for most of the pupils indicated a verbal reasoning score range of 78-138 for the group. The majority of pupils without scores were those considered too weak to be entered for the grammar school entrance examination at the primary school stage. An experimental group of 100 subjects were to be given both interview and questionnaire, with a further 100 control group subjects taking the questionnaire only. In all, 256 subjects, with ample numbers of reserves to allow for absenteeism, were tested.

To guard against a possible serial-order effect (the administration of one measure subsequently influencing the responses to the second) the experimental subjects were randomly assigned to one of two treatment orders, with half receiving the interview first, followed by the questionnaire, the other half receiving the reverse treatment. The addition of the control group allowed comparison between the group subjected to two measurement treatments and that subjected to one. The time between first and second testing of the experimental group varied between two and a half and four and a half days. Two interviewers/administrators were available, each of whom worked separately in two of the four schools.

RESULTS

To test the hypothesis, multiple correlation, using each item in the instruments as a predictor variable, was employed to compare the relative efficiency of the two methods in predicting the main criterion of *leaving-staying* and the subsidiary criterion of *examination potential.* The results are presented in terms of the percentage amount of variation in the two criteria which the experimental interview, the experimental questionnaire and the control (single treatment) questionnaire are able to explain.

Table 9.2.1: Questionnaire and Interview. ***Percentage predicted variance in two criteria***

	d.f.	Leaving/Staying Intentional	Examination Potential
ATTITUDES			
Exper. Inter.	30;69	68.7**	71.1**
Exper. Quest.	30;69	72.4**	61.9**
Control Quest.	30;69	63.9**	54.2**
OBJECTIVES			
Exper. Inter.	27;72	48.6*	49.2**
Exper. Quest.	27;72	47.4*	47.5*
Control Quest.	27;72	51.9**	43.7**
INTERESTS			
Exper. Inter.	22;77	75.4**	60.0**
Exper. Quest.	22;77	77.7**	54.7**
Control Quest.	22;77	74.5**	53.0**

*: $p<.01$ **: $p<.001$

The relative efficiency of questionnaire and interview can be ascertained from examination of the variance percentages in Table 9.2.1. From these it can be seen that, on the main criterion (which the schedules were specifically designed to predict), the two instruments, under experimental conditions, have nearly equal efficiency in differentiating between intending leavers and stayers. Except in the case of attitudes, the questionnaire under control conditions is very similar to both instruments under experimental conditions in the amount of criterion variation it is able to explain. For attitudes and interests all the percentage variances are statistically highly significant.

Objectives, although still reaching statistical significance at an acceptable level, are markedly less effective in predicting the main criterion.

Regarding the subsidiary criterion, there appears to be a systematic reduction in predictive power from experimental interview down to control questionnaire. Rather less importance was attached to these findings, however, since criterially examination potential was much less relevant to the present study than was 'leaving-staying'.

In addition to the regression analyses already described, the experimental data were submitted to both factor analysis and analysis of variance, with method, sex and order entered as additional variables in the factor analysis and as conditions in the analysis of variance. From the results of these analyses, it was possible to conclude that order of treatment had very little influence on responding.

The analysis of variance, however, suggested that pupils tended to respond more openly to 12 of the 79 items under questionnaire than under interview conditions. Pupils, for example, tended to rate such items as sex education as being important more often or more strongly in the questionnaire than in the interview. Although girls differed from boys on a number of items, there was no indication that, overall, the sexes differed in openness of responding or that sex combined with order or method to affect the pattern of responding.

The two conclusions which may be drawn from this methodological study were, firstly, that the validity of the schedules had been satisfactorily established and, secondly, that the two instruments were, in practice, virtually interchangeable. In consequence it was decided to rely upon the questionnaire method to gather pupil information in the survey proper.

REVISION OF THE SCHEDULE

With the assurance that pupils were able to handle the procedures required by the questionnaire, the content of the schedules was amplified by the inclusion of further sets of items and the revised version tried out on a total of 58 pupils (including a due proportion of lower ability pupils) in two county secondary schools, one rural and one urban.

The results of this further investigation, together with those from Experiment 1, provided evidence on the individual validity and consistency across method for each schedule item. On the basis of this item analysis, a number of items with low validity and consistency were dropped from the schedule and a final revised version was prepared in questionnaire form for the main pupil survey. In addition a parallel structured interview schedule was devised for use in Experiment 2, which continued the methodological study within the survey.

9.3 EXPERIMENT 2 - INTERVIEW VERSUS QUESTIONNAIRE

AIM

Experiment 1 had established that, for the type of respondent and the kind of subject matter used, interview and questionnaire were, in practice, interchangeable instruments. Experiment 2 set out to confirm these findings under actual survey conditions.

SAMPLE AND PROCEDURES

Four of the secondary schools participating in the main survey were used. One was an all boys school, one was an all girls and two were mixed. Altogether it was hoped both to interview and obtain questionnaires from 200 pupils in their final year of compulsory education.

Four interviewers/administrators ('testers') were available and each worked with the same partner in two of the four schools. From class lists provided pupils in each school were randomly assigned to the two testers in equal numbers. In each school one tester administered the questionnaire to one group first and interviewed members of the same group second. The other tester reversed this treatment order with the second group. In the second school each tester reversed the treatment order he or she had followed in the first school. An interval of at least three days was allowed between first and second treatments.

Of the four testers, two were relatively inexperienced. For them a brief but intensive training programme was arranged. This consisted of video-taping of trial interviews and administration of the questionnaire to two groups of pupils. These sessions were subsequently analysed and discussed by all four testers.

As in the original version, the schedules consisted, in the main, of three sections dealing with attitudes, objectives and interests. However, a number of additional items had been added in the revised version, some to the interests section but others to supplementary sections such as reasons for leaving, transferring or staying. These latter items, being of a non-scale type, were not used in the regression analyses reported here.

The two criteria employed were pupil intention to leave, transfer or stay at age 15, and actual behaviour in this respect. The intentional criterion was a five point scale: leaving at 15, transferring to 16, or beyond, and staying till 16, or beyond. The actual criterion was obtained from schools in the first term of the subsequent school year and was a three point scale indicating whether the pupil had actually left, transferred, or returned to school for a further year (at least).

RESULTS

Table 9.3.1 presents the results of multiple step-wise correlation separately for the three batteries of items consisting of 26 attitudes, 22 objectives and 27 interests. For the 'intentional' criterion 190 subjects were available and for the 'actual' 168. The percentage variances indicate the comparative efficiency of the two methods in distinguishing between leaving and staying, intentional and actual.

If we examine results for the intentional behaviour first, it can be seen that, with the exception of the objectives items, interview and questionnaire are very similar in efficiency of distinguishing among leavers, transferrers and stayers. In the case of the objectives items the questionnaire appears to be superior to the interview. However, on the 'actual' criterion, objectives, as well as interests appear to be of roughly equal predictive efficiency under either method. With the attitude items the questionnaire appears to improve to some extent upon the interview.

Table 9.3.1: Structured Questionnaire and Interview. *Percentage predicted variance in two criteria*

	5-point intent	L/T/S actual
ATTITUDES		
Interview	63.1 (24;165)	36.1 (23;144)
Questionnaire	61.7 (23;166)	41.9 (23;144)
OBJECTIVES		
Interview	22.4 (21;168)	26.4 (21;146)
Questionnaire	42.0 (20;169)	24.4 (20;147)
INTERESTS		
Interview	55.6 (27;162)	41.3 (25;142)
Questionnaire	59.7 (26;163)	42.3 (26;141)

Note: degrees of freedom are in brackets. All variances are significant at $p < .001$.

One other feature of the results is the markedly greater efficiency of both instruments in explaining intended than actual behaviour. This may be partly explained in that the 'intentional' criterion was collected concurrently with pupil responses to the schedules in comparison with the time lapse before obtaining the 'actual' criterion. Thus in the intervening period it was possible for respondents to change their opinions on both predictor items and 'leaving/staying'.

In addition, given the tendency to present the self in socially (or here educationally) desirable ways, it is not surprising that the verbally reported opinions should correlate more highly with the verbally reported intent than with actual behaviour. In this respect, further analyses of the data (not presented here) suggest that, as in the first experiment, the interview tended to induce conventional responding more frequently than did the questionnaire.

Finally, it can be reported that there was no evidence of order of treatment influencing responding in any marked or systematic way.

This second methodological study confirmed the findings of the first that the questionnaire is of at least equal efficiency in collecting the required information. Secondly, although the percentage variances fell off quite sharply from the 'intentional' to the 'actual' criterion, all the variances of the latter maintained a high level of statistical significance, indicating the satisfactory validity of the instruments under survey conditions.

9.4 EXPERIMENT 3 - SEMI-STRUCTURED INSTRUMENTS

Within the interview-questionnaire debate exists another problem for research - how structured should the instruments be? So far we have been using highly structured schedules on the grounds that comparability of responses can only be achieved in situations where respondents are exposed to unvaried stimulation and where responses are made on predetermined scales. Nevertheless, it can be argued that standardisation may impose a structure upon the individual which is at variance with his personal conceptualisation of the topic area, and that valid reporting is encouraged when the respondent is allowed more initiative in raising issues and conveying responses in his own way. In order to test these assertions, a third experiment was run in which semi-structured interview and questionnaire could be compared and the results related to those of Experiment 2.

Specifically the hypothesis to be tested was that a semi-structured questionnaire would differentiate among a group of leavers, transferrers and stayers as efficiently as would a semi-structured interview. It was further proposed to compare these results with those obtained from the attitude battery of the structured instruments used in Experiment 2.

THE INSTRUMENTS

It was decided, after a number of try-outs, to restrict the area of enquiry to 'attitudes to school' which could be conveniently covered in both questionnaire and interview form in an average time of 20 to 25 minutes while still maintaining pupil interest and co-operation. Topics to be covered were: the attitudes of respondents to schoolwork, teachers, school rules, starting work, fellow pupils, and pupil perception of the attitudes to school of friends and of parents.

SAMPLE AND PROCEDURES

The same four schools and pairs of testers were used as in Experiment 2. Altogether it was hoped to obtain both interview and questionnaire responses from 200 15-year-olds, randomly allocated to testers from the same school classes as in Experiment 2 but including none of the pupils who had participated formerly. As with the structured enquiries, order of treatment was alternated between sessions and testers, and the same two criteria of intentional and actual leaving/staying behaviour were used.

In the questionnaire version each pupil in the group was presented with a two-page booklet containing the seven headings *(What I think of the work in school, What I think of the teachers.....)* and invited to write his comments in the space below each. The same seven topics were raised in the interview, which was continuously recorded on tape. Interviewers, who underwent initial training by carrying out video-taped trial interviews, were instructed to avoid directive questioning but to attempt to ensure codable answers. Thus, respondents who were reluctant or hesitant about discussing 'school work' could be asked "Are there any subjects you like (not like)?" "What do you like (not like) about them?" "Would you say there are more in which....(summarising respondent's answer) or more of the other kind?" Monitoring of responses in this way was, of course, not possible in the group questionnaire.

RATING OF RESPONSES

Responses were converted to numerical scores by rating the seven dimensions from both questionnaire protocols and interview transcriptions on five-point scales ('strongly favourable' to 'strongly unfavourable' attitude). Altogether, there were 185 respondents available with both complete questionnaire and interview responses. The rating of both questionnaire and interview was carried out by two of the testers working independently of each other. Correlational tests of inter-rater reliability indicated good agreement, with median co-efficients of 0.85 and above for both instruments.

RESULTS

As with the two previous experiments, results are presented in terms of the percentage variances explained by the two instruments (Table 9.4.1). The table also shows the simple criterion correlations, *beta* weights, and percentage criterion variances for each of the seven dimensions.

As with Experiment 2, the marked drop in total predicted variances from the 'intentional' to the 'actual' criterion can be noted. However, on both criteria the interview is clearly superior to its counterpart questionnaire.

When the results in Table 9.4.1 are compared with the attitude section of Table 9.3.1, it can be seen that the structured methods are somewhat more efficient than either of the unstructured instruments in distinguishing 'leaving/staying' behaviour. When the comparison is restricted to actual behaviour the variances obtained under structured and unstructured instruments are, for the interviews, 36.1 and 30.1 per cent respectively, and for the questionnaire 41.9 and 20.7 per cent respectively.

Despite their lower validity, it can nevertheless be claimed on behalf of the unstructured instruments that pupil responses to them did provide interesting supplementary evidence on the formation of pupil attitudes, as described in Part 8.

Table 9.4.1: **Unstructured Questionnaire and Interview.**
Percentage predicted variance in two criteria

	5-point intent			L/T/S actual		
	r	Beta	r.Beta.100	r	Beta	r.Beta.100
INTERVIEW						
Schoolwork	.26	.18	4.68	.15	.13	1.95
Teachers	.09	-.07	-0.63	-.01	-.14	0.14
School rules	.09	-.03	-0.27	.02	-.04	-0.08
Starting work	.55	.31	17.05	.32	.13	4.16
Pupils	-.04	-.08	0.32	.05	.04	0.20
Friends	.39	.21	8.19	.28	.16	4.48
Parents	.62	.45	27.90	.48	.40	19.20
Total predicted variance	57.24* (7;174)			30.05* (7;174)		
QUESTIONNAIRE						
Schoolwork	.22	.00	0.00	.14	-.01	-0.14
Teachers	.17	.02	0.34	.16	.02	0.32
School rules	.18	.00	0.00	.08	-.07	-0.56
Starting work	.54	.43	23.22	.33	.21	6.93
Pupils	.01	-.01	-0.01	.10	.09	0.90
Friends	.33	.09	2.97	.32	.17	5.44
Parents	.41	.23	9.43	.34	.23	7.82
Total predicted variance	36.16* (5;176)			20.48* (7;147)		

*All total predicted variances are significant at $p < .001$.
(degrees of freedom in brackets)

When we remember that of the two instruments in the third experiment the questionnaire was even less structured than the interview, it is possible to suggest that it may be equally useful in comparing instruments to consider their degree of structure as much as whether or not they involve face-to-face encounter.

In the light of this observation it is instructive to examine within Table 9.4.1 the separate contribution of each of the seven dimensions to total variance under the two methods. Such an examination reveals that the most striking difference is that between *attitude of parents* under interview conditions and questionnaire conditions, where the former contributes almost three times as much variance as the latter. In reporting on parental attitudes to education respondents had been asked to indicate what their parents thought about education and about staying on at school beyond age 15. Rating of the protocols revealed that, while not all questionnaire respondents gave clear answers about parental attitudes to staying on, interviewers had almost invariably used intensive questioning to obtain an explicit statement of pupil opinion on the matter. Since this dimension, above all others, contributed so much to total variance in the interview, it seems probable that the open questionnaire suffered particularly on this point from lack of control or structure.

As with structured interviews, the semi-structured type required much more time to collect the information than its counterpart questionnaire. Aside from collection time, transcription from tape to type-script was both laborious and time-consuming, particularly where the quality of recording was poor. Inevitably, under this method, some interviews were lost altogether, either through recording error or due to interference from external noise at the time of interviewing.

From a consideration of the evidence of these three experimental studies it is justifiable to conclude that, on grounds of both validity and economy, the structured questionnaire was a suitable instrument for collecting the type of information required from the kind of respondent encountered in the survey.

PART 10: FINDINGS AND ISSUES

Part 10 is in two sections. The first section summarises the main findings of the enquiry - those based on pupils, teachers, parents and the schools. The second section relates these findings to a number of key issues - early leaving and RoSLA, the public examinations system, school organisation and curricula, and the 'in-service' training of teachers. The section concludes with a brief discussion of the kinds of further research required in order to clarify some of the issues and problems revealed by the enquiry or anticipated from current developments.

10.1 THE MAIN FINDINGS

THE PUPILS

When those pupils, some three and a half thousand in all, who took part in the main enquiry were followed up one year later, it was found that thirty-eight per cent had left school, thirteen per cent had transferred to technical colleges and forty-nine per cent had remained on, at least for a further year.

In the grammar schools less than three per cent of both sexes had left, and between three and four per cent had transferred. In the secondary schools there were more boy than girl leavers - fifty-six as against forty-four per cent - and more girl transferrers than boy transferrers - twenty as against fourteen per cent.

The main enquiry had provided evidence of pupil intention - to leave, transfer or stay on. A finding of considerable interest was that, though thirty-eight per cent of 15-year-olds actually left school, only twenty-nine per cent of pupils intended leaving (Section 1.5). The vast majority of secondary school pupils who intended leaving actually did so, though many more left than had expressed this intention. Hardly any grammar school pupils intended leaving, though some three per cent actually left. Hereafter, when we refer to leavers, it should be remembered that these pupils were almost entirely from the secondary schools.

THE OBJECTIVES OF EDUCATION

All pupils, irrespective of sex, type of school, or leaving, transferring or staying, shared what has been described as an 'instrumental' or vocational view of their education

(Section 3.1). They were unanimous that school should teach them things of real use in a future job, that school should give careers' advice, and that education should increase their job or career prospects.

There was strong support from all pupils for visits to places of work, and from secondary school pupils for information about conditions of work. There was general support for sex education, the teaching of money management, and help from the school in developing personal qualities of character, good speech and self-confidence.

The cultural aims of education had least support. There was little enthusiasm for the teaching of poetry or drama, or for visits to museums, art galleries or the theatre, though grammar school girls were somewhat more tolerant of these activities.

Grammar school pupils and secondary school girls attached major importance to being helped with examinations. Stayers and transferrers were more likely than leavers to expect such help, together with that of 'getting a good job'. Girl leavers tended to attach less importance than other groups to careers' guidance and the teaching of 'things of real use'. Indeed, leavers of both sexes were less enthusiastic about, and therefore presumably less satisfied with the stated aims of education. For only two objectives, sex education and teaching about the running of a home, was there greater enthusiasm among a leaving group, girls in secondary schools.

THE CURRICULUM

Pupils who found their school subjects useful by and large found these subjects interesting (Section 2.1). However, though all groups recognised the usefulness of English and mathematics, interest in both subjects, and mathematics in particular, was lukewarm.

Practical-vocational subjects were popular with secondary school pupils. The boys favoured woodwork and metalwork; the girls, cookery and commerce. Grammar school pupils, boys in particular, opted for geography and science subjects. Grammar school girls valued needlework and cookery. Girls favoured languages more than boys, but music was low in esteem with all groups.

Leavers were less likely than stayers to find English, mathematics, history and science either useful or interesting. Transferrers tended to be intermediate in their judgements, though they were the least approving of all groups with regard to the usefulness of science.

Leavers, transferrers and stayers differed least in their evaluation of the practical-vocational subjects, which also proved to be more popular with leavers than the more academic subjects. Boy leavers rated woodwork as more important than English, and metalwork as more important than mathematics. Girl leavers placed cookery and commerce above mathematics and only after English in importance.

The two reasons most frequently given for lack of interest in a subject were inability to understand the subject and the monotony of teaching methods. Other reasons included the 'uselessness' of the subject and inability to get on with the teacher. All of these reasons were advanced most strongly by leavers, and by girl leavers in particular.

Stayers, and to a lesser extent transferrers, when asked to indicate subjects they would like to be better at, chose academic subjects more frequently than leavers. Grammar school pupils in particular tended to single out English, mathematics, science and languages. Boy leavers singled out woodwork and metalwork. Girl leavers opted for commercial subjects. All groups emphasised the need for a greater use of visual aids, better explanation by the teacher and more thorough revision. Activity methods were preferred to passive classroom learning.

ATTITUDES TO SCHOOL

Leavers and stayers differed markedly in their attitudes to school, with transferring pupils adopting an intermediate position (Section 2.1). Of the three groups, the attitudes of leavers were the least favourable. They had least regard for their teachers and the work of the school. They preferred the prospect of work to that of school and they tended to believe that their friends and parents were of the same mind. They were more often irritated by the formalities of school life, as instanced by 'silly little rules' and the wearing of school uniform.

Although only a minority of pupils was in favour of RoSLA or the proposal that the school day should be lengthened, the leavers showed least approval for either suggestion. Among secondary school boys transferrers were more approving of RoSLA than stayers, and leavers were least enthusiastic about the prospect of a longer school day.

Male teachers were more generally preferred by girls and grammar school boys; whereas secondary school boys, and leavers in particular, preferred female teachers. Most pupils also preferred younger teachers, though girl stayers in secondary schools were exceptional in indicating a preference for older teachers.

INTERESTS AND ASPIRATIONS

Almost all pupils reported that their families were important to them (Section 3.2). As many said that they wanted to be grown-up. Leavers, transferrers and stayers differed most in their interest in 'starting work'. Leavers showed the greatest interest, and grammar school pupils the least. Similarly, leavers expressed a greater interest in earning money, which was of less importance to grammar school pupils, especially girls, than it was to secondary school pupils.

Secondary school pupils, boys and girls, expressed a greater interest in practical-constructional hobbies than did grammar school pupils, who expressed a greater interest in reading. The practical interests most frequently cited were sewing and cooking for girls and woodwork and model-making for boys.

Girls more so than boys admitted to a considerable interest in their personal appearance. Sport and games ranked high for boys. Girls more frequently expressed an interest in pop music. Television and radio were of equal importance for all groups.

Out of school leavers enjoyed their leisure time less well than transferrers or stayers (Section 3.3). They tended to be less active as members of school clubs or teams, or as members of youth clubs or public libraries. They were, on the other hand, more likely than transferrers or stayers to have regular girl- or boy-friends.

Vocationally and academically, leavers were the least ambitious. They were much less likely to be intending to sit for public examinations, and they anticipated taking employment in lower-level occupations. Their self-image, as reflected in the self-rating of intelligence, school success and popularity with pupils and teachers, tended to be more negative than that of their fellows who transferred or stayed on.

LEAVERS AND STAYERS

Differences between leavers and stayers were most clear-cut in the secondary school (Section 7.1). Leavers had less favourable attitudes than stayers. They did less well on the ability and attainment tests. They looked forward to starting work and earning money in lower-level occupations than those to which the stayers aspired. Girl leavers in particular had a poor attendance record in school.

Above all, however, the two groups were distinguished by whether or not they were intending to sit for a public examination, whether or not they were in an examination class, whether or not they were regarded by their teachers as capable of doing well in examinations, and whether or not they felt they had the support of their parents for staying on.

Grammar school pupils who intended leaving or transferring found school a waste of time. They were less interested in doing well and felt that their parents were not interested in their progress. Those who actually left were least approving of the vocational and cultural objectives of the school and their attendance was poorer. It was concluded that what distinguishes these pupils is not lack of opportunity in school so much as lack of adequate parental encouragement. Pupils who intended leaving had given as their main reason for leaving the opportunity to be earning money (Section 2.1). Intending leavers in grammar schools added lack of encouragement by parents.

The two most frequent reasons given by pupils who intended to transfer were, first, the lack of suitable courses in their present school and, second, the encouragement of parents in their decision to transfer. Among pupils who intended staying the most frequent reason given was the wish to obtain qualifications.

A POOL OF ABILITY

Leavers did less well than transferrers or stayers on each of the five ability tests - reading, arithmetic, mathematics, verbal reasoning and visual reasoning. In range of performance the leavers also overlapped considerably with the other groups. One leaver in three was classified as backward, and one in three was in the upper three-fifths of the ability range. One in every ten pupils from the top fifth of the ability range was an early leaver.

Roughly eighty per cent of 15-year-olds were regarded by their teachers as capable of passing an external examination in at least one or two subjects. Four-fifths of those not considered capable were among the leavers. On the other hand, fifty-six per cent of leavers were rated as capable of passing at least one subject in C.S.E., and six per cent were rated as capable of passing G.C.E. at 'O' level or C.S.E., Grade 1, in at least three subjects.

Both sets of findings indicate that a majority of those pupils who are educationally backward, or least able, is to be found among the leavers. The findings also show that at least a third of leavers are seen as capable of C.S.E. or G.C.E. We can therefore only conclude that early leaving is a source of considerable wastage from the pool of educational ability.

THE TEACHERS

The teachers who took part in the enquiry were selected from those in the sample schools whose teaching or advisory duties brought them into daily contact with 15-year-olds. Teacher opinion, as summarised below, is therefore not only representative of secondary and grammar schools, but also of a wide range of teacher specialisms and responsibilities. It includes the opinions of head teachers, though these are only distinguished if and where they depart from those expressed by their teacher colleagues.

TEACHERS AND THE OBJECTIVES OF EDUCATION

In evaluating the listed objectives of education, teachers were asked to keep in mind the needs of the school leaver (Section 3.1). The teachers gave high priority to education in personal and social development. They attached least importance to cultural goals, and showed little enthusiasm for the study of community affairs through visits or teaching.

Secondary school teachers emphasised the value of work visits, careers' advice, home management and personality and character development. Direct vocational training was less emphatically endorsed, and examination success, though regarded as desirable, was only considered as very important for the leaver by a third of secondary school teachers.

Grammar school teachers emphasised the development of communication skills, both oral and written, the teaching of ethical values and the development of personality and character. There was a lesser emphasis on vocational training, careers' advice and examination success. They attached least importance to home and money management as concerns of the school.

The teachers attached less importance than pupils to vocational goals for leavers. They attached more importance to education in personal values and social skills, but less importance to sex education.

TEACHER PERCEPTION OF LEAVERS' INTERESTS

According to the teachers, the main interests of leavers focus on the chance to earn money and on being treated as adults (Section 3.2). Secondary school teachers frequently reported an interest in starting work among the boys. They also reported that girl leavers were interested in practical-constructional hobbies and that boys were interested in sport. Television and radio were frequently noted as important for leavers. Their appearance and pop music were seen as important interests for girls.

The views of leavers and teachers concurred most strongly on the importance to leavers of earning money. The teachers placed somewhat greater emphasis on the importance of being grown-up. On the other hand, the teachers grossly under-estimated the importance to leavers of their families. To a lesser extent they also under-estimated the interest of leavers in marriage.

ATTITUDES TO RoSLA

With RoSLA but one year away, a majority of teachers supported the proposal for at least some, if not all, of their pupils (Section 2.3). Approval was more emphatic among secondary than grammar school teachers, who took the view that their intending leavers had reached the limits of their academic potential. Approval was also stronger among teachers of girls than among teachers of boys or those teaching both sexes.

Secondary school teachers foresaw the main problem as that of devising new courses and methods. Many were worried about problems of discipline and the need for adequate equipment. Secondary school heads anticipated accommodation difficulties and problems of staff shortage. Women teachers were less apprehensive about coping with RoSLA problems than were men teachers.

The main advantage foreseen for pupils from RoSLA was the greater opportunity it gave for them to become more mature and responsible. The main disadvantage, according to those teachers who foresaw least benefit from RoSLA, lay in bordeom and frustration for the pupil who wanted to be out and earning.

One in four teachers supported the proposal for a longer school day. These teachers favoured the use of the extra time for pupil hobbies and interests. Those who dissented from the proposal felt that the day was already long enough for both pupils and teachers.

RoSLA AND THE CURRICULUM

Teachers are clearly aware of the need for a RoSLA curriculum which will meet the needs of the erstwhile leaver (Section 4.1). There was widespread support for the suggestion that these pupils needed a curriculum which was more relevant to their lives outside school, that a greater use should be made of activity methods, and that subjects should be presented in a more practical way. A more relevant curriculum received strongest support, and support for a more practical curriculum was strongest among those teachers who were least apprehensive about the problems of RoSLA.

Secondary school teachers in particular favoured the breaking-down of subject boundaries by the use of projects or methods of integrated study. They also agreed that the introduction of new subjects or contents would be beneficial. There was less support from secondary than from grammar school teachers for a re-thinking of the curriculum within existing subject boundaries. Those secondary school teachers who foresaw major problems from RoSLA were least enthusiastic about curricular changes within existing disciplines or across subject boundaries. A number of teachers, on the other hand, spontaneously suggested the need for a radical re-appraisal of the whole philosophy of secondary education.

Out-of-school visits or trips of an educational nature are recognised by teachers as a useful bridge between the school and society. There are problems, however. Those most frequently instanced by teachers were the cost to pupils, the problem of staff shortage for supervisory duties, and disruption of the school time-table. Some teachers mentioned discipline problems. Difficulties of transport cropped up spontaneously, and some teachers expressed the opinion that the Area Boards should assume a greater responsibility for the provision of, or assistance in purchasing, mini-buses.

TEACHERS' EQUIPMENT AND ACCOMMODATION NEEDS

Items of equipment which teachers most often reported as being not available in their schools were those which they also found most useful (Section 4.2). However, there were few instances in which the replies of teachers indicated a severe shortage in the schools of a particular item.

Teachers of science in secondary schools and teachers of physical education and cultural subjects in grammar schools most frequently instanced a shortage of tape-recorders. Cine equipment, projectors, films and slides were most frequently found wanting in secondary schools by teachers of cultural subjects and in grammar schools by those teaching English and practical subjects.

Teachers tend to feel more hampered in their work by lack of suitable accommodation than by lack of equipment (Section 4.2). The units of accommodation most often reported as lacking were project and visual-aid rooms, rooms for pupil recreation and discussion, and storage space for specialist equipment. Some secondary school teachers mentioned the need for an interview room for guidance and counselling. Others drew attention to the absence of a car maintenance bay, and teachers of practical subjects were particularly likely to draw attention to the absence of a flat where housecraft could be practised.

TEACHERS' VOCATIONAL NEEDS

The majority of teachers felt that their work as teachers would benefit from personal experience of conditions of work outside the classroom. The suggestion received most support from those teachers who anticipated problems from RoSLA. The fields of work most frequently specified by teachers were industry and commerce, with a minority favouring experience in social work, nursing, agriculture and various trades.

In teacher-education the teachers saw most value in courses which would cover new developments in curriculum and method, particularly in their own subject specialisms. This was closely followed by support for frequent contact with colleagues for discussions and the pooling of experience, whether at conferences or in teachers' centres. Just less than half the teachers were in favour of courses in the social sciences in which they could find out more about the background and behaviour problems of the early leaver. It was stressed that such in-service training should be continuous and systematic, and that it should not be left to the initiative of individual teachers.

THE PARENTS

The parental sample, though small, was representative of the parents of all 15-year-olds, as judged by the sex of the pupil and the type of school the pupil attended. Each parent - in the majority of cases this was the mother - was interviewed in the home. The main findings presented hereafter are based on these home interviews.

PARENTS AND THE OBJECTIVES OF EDUCATION

Parents saw the main function of education as that of improving the career or job prospects of pupils, though opinion varied on how this should be accomplished (Section 3.1). Thus, parents of grammar school pupils were more likely to emphasise the value of examinations; whereas parents of secondary school pupils more often emphasised the teaching of 'things of real use in future jobs'.

Nearly all parents agreed on the importance of careers' advice, and approved of attempts by the school to advise on the management of earnings. Visits to places of work were approved of by parents of secondary school pupils, but information on conditions of work was seen as less important than by pupils themselves.

Parents were generally agreed on the importance for pupils of competence in self-expression, both oral and written. They were more concerned than pupils about personal and social development, but less concerned about sex education. They attached greater importance than pupils to the development of cultural awareness and leisure interests, though these goals were given a lower priority by parents of secondary than of grammar school pupils.

Leavers and their parents were in closer agreement with each other than with teachers on the vocational or job-referenced importance of education - teaching 'things of real use'. Parents of leavers and teachers placed more emphasis than leavers on the value of communication skills.

PARENTAL PERCEPTION OF PUPILS' INTERESTS

Nearly every parent agreed on the importance to pupils of their families (Section 3.2). They felt that being treated as grown up was important and that girls especially were concerned with their appearance. Pop music they regarded as a particular interest among girls, and sport among boys.

There was general recognition of the importance to pupils of a chance to earn their own money; though parents were less emphatic about this than pupils. Parents, like teachers, attached less importance to marriage as a pupil interest than did pupils themselves.

Parents were in fairly close agreement with pupils on starting work as an interest, with secondary school parents and pupils emphasising its importance more so than grammar school parents and pupils. On the other hand, parents of grammar school pupils laid greater emphasis on the importance of leisure reading than did grammar school pupils.

Parents of boy leavers and boy leavers themselves, but not teachers, agreed on the importance of the family. Teachers' and leavers' views on the importance to leavers of earning money coincided more closely with each other than with those of the parents.

Parents of girl leavers and girl leavers themselves concurred on the importance of the family, an interest in their appearance, and on their wish to be earning money. Teachers, by contrast, attached less importance to the family as a focus of interest.

PARENTAL ATTITUDES TO SCHOOL

Parents were almost unanimously of the opinion that schools had changed for the better since their days in providing facilities such as libraries and medical care, in attaining higher standards of work, and in making school-work more interesting (Section 2.2). Parents of stayers and transferrers were of the opinion that pupils and teachers got on better together than was the case in their day. Parents of leavers also tended to agree with this opinion, but with somewhat less conviction.

Parents were much less satisfied with two other aspects of secondary education: the attention given to basic subjects and discipline in schools. Parents of transferring pupils were the only group which expressed majority satisfaction with the amount of attention given to subjects like reading, writing, spelling and arithmetic. Over half the parents of leavers and almost half the parents of grammar school pupils thought that pupil behaviour had worsened since their days at school.

Parents of secondary school pupils, especially those of leavers, saw most value in the teaching of subjects of a practical-vocational nature. This view was not shared by parents of grammar school pupils. Secondary school parents tended to set least store by foreign languages; whereas grammar school parents set least store by classical languages.

A majority of parents expressed satisfaction with their children's progress in school. Grammar school parents were most, and parents of leavers were least satisfied, while parents of girls were more satisfied than those of boys.

A clear majority of parents were in favour of 16 or above as the right leaving age. Though parents of leavers were least approving, even in this group forty per cent thought 16 or later to be the right age. The main advantage seen by parents in extended education was the opportunity to gain qualifications.

Parents, like teachers, were not in favour of extending the school day, on the grounds that the day was already long enough for pupils. Those parents who approved of the idea saw it as an opportunity for the school to provide homework facilities, though an opportunity for hobbies was frequently mentioned. Some parents of leavers in particular saw it as an opportunity to keep youngsters off the streets.

PARENTS OF LEAVERS AND STAYERS

In the pupil enquiry a major point of difference between leavers and stayers was that of whether pupils perceived their parents to be in favour of, or against, their staying on at school after 15.

This perception was confirmed by the parents (Section 7.2). When the home circumstances, parental education and parental attitudes of leavers and stayers were compared what emerged was a fairly typical leaving-staying profile, in keeping with the evidence from the pupils.

The stayers, with their parents' encouragement, were remaining at school in order to take a public examination. Their home circumstances, economically, occupationally and educationally, were superior to those of leavers. Though their families were smaller, they tended to have more brothers and sisters at school to age 18. Their mothers in particular tended to have had a superior education. They were described by their parents as more interested in reading and as spending more time on homework. Their parents were generally more approving of the school.

The majority of leavers were not taking examinations. Instead, with their parents' approval, they were leaving in order to start work as soon as possible. The parents tended to be less well off and to have had a poorer education. There were fewer books in the home and the parents expressed less interest in reading. They favoured a greater emphasis on work experience in school. They were less concerned that the school should help with examinations than that it should teach pupils how to run a home.

Parental report corroborated pupil and teacher report. Each confirmed that examinability, examination opportunity and parental encouragement were the major concomitants of staying on. The early leaver, by contrast, was more likely to be a non-examinee whose interests and aspirations were focused on the prospects of early employment.

Some further points, however, are worth noting. Roughly thirty per cent of leavers and their parents claimed that they were taking examinations (Sections 2.2 and 2.3). On the other hand, over half the parents of pupils not expected to take an examination (Section 2.2) and a quarter of the boys and two-fifths of the girls who were not taking an examination would have liked the opportunity to do so (Section 3.3). Since the majority of these pupils were leavers there was clearly a greater demand - from some pupils and parents - for examination opportunities than was being realised in 1972. At the same time, other pupils were apparently rejecting opportunities which were available.

THE SCHOOLS

Parents, teachers and heads of schools provided the information which is summarised below. The sample of 50 schools, though not large, is a one-in-five representative sample of all secondary and grammar schools in Northern Ireland. The findings can therefore be accepted as giving a fairly accurate picture of the Province's schools as a whole at this stage of secondary education.

HOME AND SCHOOL

In general, the parents felt that they were made welcome at school (Section 5.3). The teachers advocated, or agreed in principle with the need for greater contact between home and school. This consensus of approval was less evident in practice. For example, one third of the parents of leavers and transferring pupils had never attended a school event, and one half of these parents had never visited the school. Lack of time for doing so was the most frequent reason given. Teachers were also of the opinion that the majority of leavers' parents, while not actually opposed to school, were not positively interested in supporting the teachers in their efforts.

The school play or concert provided the most popular occasion for parents to visit the school. Teachers were somewhat uncertain of the value of such occasions, perhaps because their social nature inhibited parent-teacher discussion. The school open day was fairly popular with all parents, and the school prize day was popular with grammar school parents.

In secondary and grammar schools teachers found personal invitations to the school the most successful way of encouraging the less interested parents to come and discuss issues and problems. Few of the schools in the sample had a parents' or parent-teacher association, and only a minority of teachers regarded this form of association as a successful means of achieving contact between home and school.

SCHOOL TO WORK

The vast majority of pupils and teachers approved of the advice and assistance given to pupils by the Youth Employment Officer (Section 3.4). The parents also approved, if somewhat less firmly. Some parents, for example, thought the advice given was too vague, and others felt that pupils were sometimes advised to take jobs they didn't want.

Nearly all schools in the sample were providing information and advice to meet the needs of individual pupils. Most schools were attempting to help their leavers by providing information on work conditions and how best to behave in an interview. Half the schools were involved in placing leavers in jobs, and over half were attempting to follow up leavers in employment.

Heads and careers' teachers tended to see these duties as the joint responsibility of the school and the Youth Employment Officer. More than half the heads and careers' teachers felt that much more could be done, and the teachers in particular were least satisfied with the help given to leavers, both in preparation for work and in follow up. It was felt that responsibility for giving more guidance and assistance should be shared by the school and the Y.E.O. A substantial minority advocated a division of responsibility, with the teacher concentrating on preparation for work, and the Y.E.O. concentrating on employment follow up.

Parents of secondary school pupils approved of the introduction of actual work experience into the curriculum. Parents of grammar school pupils were less enthusiastic, though even here more than half were in favour. Teachers approved strongly of direct work experience for intending leavers. The few who disapproved instanced pupil immaturity and loss of time for schoolwork as counter-arguments.

SCHOOL ORGANISATION

The majority of leaving and transferring pupils were in secondary schools. Early leaving is no longer the grammar school problem of the early 50's (Section 1.2), though there was some evidence that discontent among grammar school pupils may lead to their dropping out at a later stage (Section 7.1).

It has been noted that examinability and examination opportunity are major factors in pupils' decisions to leave, transfer or stay on (Sections 7.1 and 7.2). It was also evident that school differences in opportunity for pupils to take examinations corresponded fairly closely to school differences in the judged examinability of pupils, and to school differences in pupil performance on a series of tests (Section 7.3). Beyond this, in the secondary schools the extent and range of examination opportunity available to pupils were seen to be important for staying on.

Those secondary schools with higher proportions of leavers had also a poorer record for attendance. These schools were more frequently single-sex than co-educational, and more frequently boys' than girls' schools (Section 5.2). Their pupils tended to be particularly weak in mathematics.

There was no evidence to show that the few schools classifiable as comprehensives had fewer leavers than other secondary schools. On the other hand, more pupils in the comprehensives were judged to be capable of G.C.E.

Single-sex schools with younger staff and a larger staff turnover tended to regard their pupils as less able, though their pupils were not noticeably poorer on the tests. Poor performance on the tests was closely related to unfavourable economic circumstances and unemployment among the parents. On the other hand, backwardness in schools, as defined by the test evidence, was largely unrelated to the problem of backwardness as perceived and provided for by the schools.

PREVIOUS RESEARCH

As a preliminary to the present enquiry the aims and conclusions of a number of previous investigations were examined in order to see how they might shape or contribute to the design, methodology, and aims of the present enquiry. Of these, the *Young School Leavers* enquiry, reported by Morton-Williams and Finch (1968) is most pertinent.

The two enquiries differed in certain important respects. The present enquiry used a group-questionnaire approach for pupils (Section 1.3). It concentrated on a single age-group of 15-year-olds. It included grammar as well as secondary school teachers. The pupils were given a battery of tests specially constructed for the age-group. In recognition of the Northern Ireland pattern, the enquiry distinguished among stayers a significant minority of pupils, mostly from the secondary schools, who transferred at 15 to technical colleges. The intentions of pupils, to leave, transfer or stay on, were checked against their subsequent behaviour.

Despite these differences the two enquiries shared identical or closely similar aims. Both were concerned to identify the concomitants of early leaving, their significance for RoSLA, the concerns of teachers and heads, and the climate of receptivity to change in schools which were to be faced for the first time with a compulsory leaving age of 16.

Both enquiries present a very similar picture of leavers and stayers. Each confirms a typical pattern among leavers of less favourable home backgrounds and circumstances, a lukewarm approval of current educational aims and curricula, and a complex of adverse attitudes towards the school. The present enquiry lays greater emphasis on the role of examination opportunity in this alienation process, the range of ability among leavers, and the extent to which inequalities of examination opportunity persist among schools.

Both enquiries serve to emphasise the instrumental, or vocational view of education shared by the vast majority of parents and pupils. For the successful stayer the school is a gateway to opportunity. For the unsuccessful leaver, denied this opportunity, the goals of the school have become largely irrelevant.

The teachers in both enquiries expressed broadly similar views. There was the same recognition of impending problems with RoSLA, a similar emphasis on the need for a widening of pupil and teacher experience, both in and out of school, and the need for curricular reform to meet these challenges.

Young School Leavers revealed a considerable conflict of view beteeen pupils and teachers on the goals of education. For pupils the most relevant goals were those concerned with their career prospects and everyday life. The teachers attached more importance to self-development. The Northern Ireland pupils endorsed the same goals as their English counterparts. By contrast, the Northern Ireland teachers took a more practical view than their English counterparts by attaching at least as much importance to goals concerned with everyday life and career prospects as to personal development.

The two enquiries may reflect a genuine difference in teachers' views. They may also reflect a change of view to which the findings of the earlier enquiry may have contributed. It is, after all, now five years since *Young School Leavers* first appeared on the educational book-stalls. It is not unlikely that, in the pre-RoSLA years, the findings of RoSLA-related research had a considerable effect on the shaping of teacher opinion.

10.2 RELATED ISSUES

The enquiry took place among the last age-group of 15-year-olds to be unaffected by the decision to raise the school leaving age to 16. RoSLA was therefore very much on our minds when the enquiry was planned.

The original decision to raise the school leaving age to 16 in 1970-71 had been deferred for reasons which, though important, need not concern us here. What is more germane is whether the enquiry can shed any light on whether or not the implementation of RoSLA in 1972-73 was timely and justified.

By 1957, when the school leaving age was raised to 15, voluntary staying on among 14-year-olds in Northern Ireland schools had risen to forty-seven per cent. Recent figures and the enquiry evidence show that in the two years preceding RoSLA voluntary staying on among 15-year-olds had risen to some sixty-three per cent. On the face of it, therefore, the decision to raise the leaving age to 16 was more opportune than the decision to raise the leaving age to 15.

However, the majority of early leavers were in the non-selective secondary schools. In the year before RoSLA only one third of these pupils stayed on voluntarily. The remaining two-thirds had left or transferred to technical colleges. More boys were leaving than girls. The accommodation alone of these pupils in the secondary schools is a formidable problem. It is little wonder that school heads foresaw accommodation as their major RoSLA headache.

Other signs were more encouraging. A majority of secondary school heads and teachers felt that an additional year would benefit at least some of their leavers. A clear majority of parents, including forty per cent of parents of leavers, approved of 16 as a minimum leaving-age. There was undoubtedly, among both parents and teachers, a consensus of opinion in favour of the decision.

LEAVERS, TRANSFERRERS AND STAYERS

If the three major groups of pupils distinguished by the enquiry had one thing in common it was the demand that their education should enhance their life chances by improving their job and career prospects. The extent to which their educational experiences had satisfied their vocational needs was clearly a powerful determinant in their decisions to leave, transfer, or stay on.

The vocational needs of stayers were most closely in harmony with the educational opportunities of the school. They might disagree with teachers about particular objectives. They were nevertheless clearly aware that success in school provided the best means of realising their aspirations.

Transferrers had found less satisfaction in school. They had, however, found an alternative within the educational system. They had turned to the technical colleges in order to satisfy vocational needs of a differing order from those of the stayers.

The leavers had found least satisfaction. Their frustration at being denied success and opportunity was reflected in their opinions about education and attitudes to school. The anger of some leavers at being denied a 'proper' education was summed up most frequently by *"We're in the leavers' class"*.

With RoSLA, those pupils who formerly left or transferred at 15 have become the responsibility of the school for at least a further year. How is this responsibility to be realised to the advantage of the pupils?

We would suggest that any solution must begin with a clear recognition that all pupils look to education to improve their life chances, and that this expectation must command equal respect, whether it is directed towards the opportunities of extended education, whether it is more narrowly vocational, or whether it is directed towards the prospects of early employment. The question now becomes that of how this principle of the school's equal responsibility for all is to be realised in practical terms.

PUBLIC EXAMINATIONS

The enquiry has shown that, in practice, educational opportunity for 15-year-olds depends largely on whether or not pupils are taking a public examination. In consequence, the leavers tend to be distinguished as non-examinees and as forming a majority of those pupils regarded by their teachers as incapable of examinations.

We have also seen that the opportunity to take an examination is denied to many leavers who, on the evidence of the tests *and* in the judgement of their teachers, would be capable of so doing had they the opportunity. We have seen that though, by and large, examination opportunity in schools is related to the potential of the pupils, there are schools where such opportunities are limited, either in the range of examinations available or because of an unjustifiably low expectation of the capabilities of their pupils.

This evidence is important. It shows that the pool of examinability is not being fully matched by examination opportunity - that there are pupils who are being neglected and schools which are being neglectful of the opportunities available.

These opportunities now exist. RoSLA co-incides with the C.S.E. examination as a latter-day growth point in Northern Ireland.[1]

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[1] The C.S.E. Board of the Northern Ireland Schools Examinations Council conducted its first examinations in 1973. Before 1973 Northern Ireland C.S.E. candidates were examined by the North Western Schools Examinations Board.

The C.S.E. provides an opportunity for the adaptation of its flexible procedural modes to the needs and initiatives of differing pupils and schools. It offers the opportunity of integrating pupils' interests and skills across subject boundaries. Most important of all, it can and should be used to ensure that the curriculum, while remaining examinable, takes account of the expressed wishes of pupils for a more practical and relevant educational experience.

The schools have also a clear responsibility towards those pupils whose particular needs and interests formerly resulted in their transfer to technical colleges. These pupils - a majority of whom are girls - are interested in acquiring qualifications and certificates of competence which are of immediate vocational value. We realise that there are problems here. The technical colleges may be understandably resentful of trespass on their traditional domain. Whatever the solution, we would emphasise the inescapable responsibility of the schools towards those 16-year-olds whose bent and interests lie in acquiring qualifications which attest to their competence in practical fields.

THE NON-EXAMINEE

The teachers estimated that twenty-one per cent of 15-year-olds are not capable of examinations. We can have no proof of the accuracy of this estimate, which must inevitably be coloured by time, place, and a measure of subjectivity in the teachers' judgements. What we can conclude is that, even if examination opportunity were equitably available, there will still remain a significant minority of pupils who will be denied the tangible proofs of examination proficiency.

Many of these pupils will have particular educational difficulties. We have seen, for example, that a third of leavers were among the bottom fifteen per cent of the ability range. We noted that some parents were worried about present-day standards in the basic subjects. They felt, rightly or wrongly, that reading, writing and arithmetical computation were less adequately taught in schools than formerly. We also noted that remedial provision in schools, though closely related to the schools' perception of the incidence of educational backwardness, was hardly at all related to the actual incidence of such backwardness in the schools, as pin-pointed by the tests.

The schools have a clear responsibility towards these pupils, if illiteracy and innumeracy are not to become the hallmarks of the non-examination leaver. At the same time it would be misleading to suggest that every 16-year-old who leaves without taking an examination will be handicapped in this way. After all, we found a substantial minority of 15-year-olds who had apparently rejected examination opportunity in favour of leaving. RoSLA will not of itself dispose of these pupils' discontents. It does, however, provide an opportunity for the school to develop courses which take account of their interests and aptitudes, their preoccupation with the world of work, and their express demands that their education should be designed to help them make the transition from school to employment.

THE CURRICULUM

Leavers and pupils who transferred were critical of the curriculum. Both wished it were related more closely, in content and purpose, to their future jobs. They wanted to be taught things of real use. They wanted guidance and assistance in getting a job. The leavers' solution was the labour market. Those who transferred to technical colleges did so in order to take advantages of vocational courses which were otherwise not available.

The teachers supported the pupils' plea for a curriculum which is more relevant to pupil needs and which is presented in a more practical way. If there was a perceptible conflict of view it was that the pupils seemed to favour a revision of subject priorities; whereas their teachers were more concerned with revision within subjects or across the subject boundaries of the existing curriculum. The pupils were more revolutionary; the teachers more evolutionary - though some teachers took the more radical view that the whole philosophy of secondary education requires re-thinking.

The expressed needs of pupils call for such re-thinking. Equally importantly, the teachers in varying degrees support it. We would re-iterate that any such process must give serious weight to the vocational needs of pupils. The evidence suggests that it should take account of their interest in work and acquiring some experience at first-hand of conditions of work. It should foster such further growth-points as the interest of pupils in their families and home lives, their interest in marriage, the importance they attach to sex education, the concern of girls with the problems of running a home.

The enquiry high-lighted the often perfunctory nature of contacts between teachers and parents, who meet infrequently if at all on formally recognised occasions. Parent-teacher associations were both exceptional and unpopular. What is needed are new initiatives in order to cement the dual responsibilities of home and school.

These initiatives should not be regarded as extra-curricular. Indeed, they might well focus on the problems of curriculum revision, to which the views of parents, as well as of pupils, could have much to contribute.

TEACHER EDUCATION AND EXPERIENCE

If there is one lesson to be learnt from the enquiry it is the need to see the problems of the RoSLA pupil in a context which cuts across the curriculum and extends beyond the boundary of the school. This lesson has particular implications for curriculum planning and teacher education.

Though teachers are clearly willing to adapt their courses and methods to the needs of the RoSLA pupil, they tend to see this necessity most clearly within their own subject specialisms. This is hardly surprising, and indeed, though many teachers are aware of the wider context of the problem, they are less certain of what should or might be done. For instance, the teachers who were most worried about the problems of RoSLA were the first to admit to their own lack of first-hand experience when it came to advising pupils on job conditions and opportunities.

As the teachers pointed out, individual initiatives in the schools are not enough. Programmes of action, whether in individual schools or in groups of schools, will need official encouragement and support. By the same token, in-service education, whether in the form of short conferences or more extended courses, need systematic organisation.

Provision for the sharing of experience, to which teachers attach considerable importance, could be fostered in the teachers' centres, which should also act as focal points for work in curriculum development and the organisation of in-service courses. If the centres are to meet these demands, it goes without saying that they will require adequate professional staffing and resources.

One area in particular which calls for capable and sympathetic examination is the expressed wish of teachers and pupils to have direct work experience. That this can only lead to disruption of the school time-table is hardly a sufficient answer. There may, indeed, be a sound case for the mounting of a feasibility study in order to identify more clearly the possibilities and snags. We would suggest that such a study be undertaken either directly by, or with the official backing of the Ministry of Education.

FURTHER RESEARCH

In a very real sense the enquiry is only a beginning. Its findings provide basic information which is essential if teachers are to be helped to identify and develop the right answers to the problems that accompany the implementation of a major decision such as RoSLA.

RoSLA has intervened since the enquiry took place in 1972. The 16-year-olds are now in the schools. Their problems are currently being recognised at first-hand, variously solved, or at worst ignored. Research can and should contribute here: at the level of clarifying what these solutions are, what they aim to achieve, how they operate, and what measure of success they are meeting with.

There is a useful place for small scale studies of the processes at work in individual schools. There is an even stronger case for larger comparative studies among groups of schools which will identify the more valuable elements in programmes which have been carefully planned and deliberately introduced.

All the signs point to a willingness among teachers to devise new curricula and experiment with organisational changes which take account of those pupils most affected by RoSLA. There is an increasing emphasis on school-based curriculum development in which teachers have the controlling interest. This kind of 'innovative' climate could benefit from a strong research element, monitoring the structuring of programmes, their implementation and their outcomes.

Inevitably, in a broadly-based enquiry, those questions which are most clearly foreseen from the outset are the most likely to be answered satisfactorily. Others, less clearly foreseen, may emerge as the evidence comes forward. The answers to these questions are likely to be less satisfactory.

One question which interested us from the outset was the extent to which early leaving is a significant factor in wasted educational opportunity. This led to a search for school factors which might be seen to aggravate this waste. However, as we pursued this line of enquiry we became more clearly aware that this problem was part of a much larger issue - one which admittedly lay outside our initial brief, but one which is none the less pertinent to our queries.

The larger problem may be defined as that of the relationship between educational opportunity on the one hand and school organisation, pupil ability and social stratification on the other. With regard to social stratification, for example, the only reliable evidence we had was based on a sub-sample of parents. At the level of the school we found that some schools were loath to divulge such information; others did not have it available. Our evidence on educational opportunity is therefore far from complete.

RoSLA may be seen to have provided an added dimension of opportunity. A recent report[1] of the Northern Ireland Advisory Council for Education has advocated the speeding up of the re-organisation of secondary education on comprehensive lines which would lead to the abolition of selection for secondary education at eleven-plus. Any such re-organisation implies a radical re-structuring of educational opportunity at the secondary stage.

The functional inter-dependence of educational opportunity, pupil ability, school organisation and social stratification, whether under conditions of sudden change such as RoSLA, or other more gradual changes in school organisation or extended examination opportunity through C.S.E., provides an area which should repay more intensive and thorough investigation. The total lack of previous evidence for Northern Ireland in this area, other than what the present enquiry has provided, suggests that further research is urgently required.

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[1] *Reorganisation of Secondary Education in Northern Ireland.* A report of The Advisory Council for Education in Northern Ireland. 1973. Belfast: H.M.S.O.

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APPENDIX A

SAMPLING DETAILS

THE SAMPLE OF SCHOOLS

In order to achieve a representative sample of schools the population of all Northern Ireland secondary schools was stratified as grammar or secondary intermediate, as county or voluntary, as co-educational, boys only or girls only, and by L.E.A. A one-in-five random sample of schools was then selected from each cell containing three or more schools. Unsampled cells (those with one or two schools) were combined across L.E.A 's and a further one-in-five sample was selected from each combined set of cells. This gave a target sample of 55 schools, 50 of which agreed to participate in the investigation.

The population of schools, with the target and achieved samples, are shown in Table A1, from which the county/voluntary and L.E.A. stratifications are omitted.

Table A1: *Population of schools, with target and achieved samples*

	Secondary			Grammar			All
	Co-ed.	Boys	Girls	Co-ed.	Boys	Girls	Schools
Population	96	36	36	26	22	33	252
Target Sample	20	8	9	6	5	7	55
Achieved Sample	19	7	7	6	5	6	50

THE SAMPLE OF PUPILS

The main investigation among pupils was planned for the Autumn and Spring terms of the school year 1971-72. In the summer term of 1971 each of the sample of 50 schools made available a list of names, with dates of birth and enrolment classes, for all pupils whose dates of birth fell on and between the 1st September, 1956, and the 31st August, 1957. These were pupils eligible to leave school at Easter or in June of 1972.

A prior estimate of the numbers of these pupils in the sample of schools indicated that in order to achieve a minimum target sample of some 3,000 pupils sixty per cent of the pupils in each sample school would be required. The pupil information furnished by schools showed a preponderence of boys over girls. This was due in part at least to differential co-operation between boys only and girls only schools. To redress the balance a systematic sampling procedure, whereby fifty-five per cent of boys and sixty-seven per cent of girls were selected, was adopted for each school. These pupils formed the pupil target sample.

The investigation time-table required that pupils be group interviewed by research staff in the Autumn term, and given tests of ability and attainment, again by research staff, in the Spring term. It was realised that pupil absenteeism on either of these occasions might seriously deplete the sample. It was therefore decided that if on any occasion absenteeism in a school exceeded ten per cent of the sample, the sample should be complemented from the original school list. Such replacements were made on the basis of choosing the non-sample pupil who was nearest to an absentee on the original list. In a few schools this replacement procedure was not possible, if only because the non-sample pupils were not available.

As this procedure was adopted on two occasions the investigation came to include three overlapping pupil samples. These comprised the original target sample, the group interview sample, drawn from the target sample but complemented for absentees from the original lists, and the test sample, drawn from the group interview sample but complemented for absentees from the target sample and/or the original lists.

The three samples are shown by sex of pupil and type of school in Table A2. The first column of the table shows the numbers, N1, in the target samples. The second column, which shows the numbers, N2, in the group interview samples, also shows in brackets the numbers of group interviewees who belonged to the target sample (N1). The test samples are likewise distinguished in the fifth column of the table.

Table A2: *Target and achieved pupil samples*

	Original Sample	Interview Sample		Test Sample	
	N1	N2	(N1)	N3	(N1)
Secondary boys	1222	1087	(988)	1077	(882)
Secondary girls	1313	1214	(1112)	1208	(1017)
Grammar boys	410	390	(363)	373	(346)
Grammar girls	372	340	(339)	337	(332)
All secondary	2535	2301	(2100)	2285	(1889)
All grammar	782	730	(702)	710	(678)
All pupils	3317	3031	(2802)	2995	(2567)

As well as being group interviewed and tested by visiting research staff, pupils were also rated on certain educational criteria by their teachers. Additionally, in September 1972, the schools supplied follow-up information, indicating for each pupil previously included whether the pupil had or had not subsequently left school or transferred to a technical college.

The achieved pupil information is summarised in Table A3.

Table A3: *Summary of achieved pupil information*

Information available	Secondary Boys	Secondary Girls	Grammar Boys	Grammar Girls	All Pupils
Interviews, tests, ratings, follow-up	840	1011	345	319	2515
Interviews, tests, follow-up (no ratings)	33	17	4	1	55
Interviews, follow-up (no tests or ratings)	214	186	41	20	461
Tests, follow-up (no interviews or ratings)	204	180	24	17	425
Totals	1291	1394	414	357	3456

THE SAMPLE OF TEACHERS

In each school the target sample of teachers was in proportion to the target sample of pupils in the school. For this, schools were first classified by size in intervals of twenty-five sample pupils. The sampling proportion was three teachers for every multiple and fractional remainder of twenty-five pupils. Thus, a school with a target sample of twenty-five or fewer pupils had a target sample of three teachers. A school with a target sample of eighty pupils had a target sample of twelve teachers. With head teachers included this basis gave a prior sample estimate of 534 teachers and heads.

In September, 1971, each school was asked to return a list of all full-time teachers who, in the school year, 1971-72, would have a minimum teaching and/or supervisory contact of at least five periods per week with fourth-year pupils. A target sample of teachers was drawn from these lists. This target sample consisted of 523 teachers and heads, of whom 452, or 86 per cent, subsequently completed the Teachers' Schedule. The percentage of achieved returns from teachers and heads would have been higher still, had not the returns from one secondary intermediate school in the 26-50 pupil size category been lost in the post.

The sample details, by size and type of school, are shown in Table A4. The total achieved sample for secondary intermediate schools includes one teacher whose school could not be identified by size.

Table A4: *The sample of teachers*

(based on pupil samples)		Number of Schools	Sample Estimates	Target Samples	Achieved Samples
Secondary Intermediate	26-50	8	56	56	40
	51-75	11	110	97	89
	76-100	5	65	66	57
	101-125	5	90	91	68
	126-150	4	76	73	66
Totals (Secondary)		33	397	383	320+1
Grammar	<26	2	8	8	8
	26-50	10	70	70	64
	51-75	3	30	30	30
	76-100	1	13	13	12
	101-125	1	16	19	17
Totals (Grammar)		17	137	140	131

THE SAMPLE OF PARENTS

In the investigation it was planned to include a sample of 300 parents. However, it was realised early on that because of the troubled state of the Province there might be some difficulty in interviewing parents. The target sample was therefore increased to 400 in order to ensure a numerically adequate achieved sample.

In order to identify the target sample of parents two sub-samples of pupils, 200 boys and 200 girls, were sampled systematically from the respective target sample lists for boys and girls. The pupil sub-samples were distributed among 51 schools, one of which subsequently withdrew from the investigation. The sub-sample of pupils, and parents, was thereby decreased to 391. The target sample numbers and achieved sample numbers and percentages are shown in Table A5.

Table A5: *Sub-sample of pupils and parents*

	target sample	achieved sample	% achieved sample
Boys	195	140	72
Girls	196	152	78
Secondary	294	220	75
Grammar	97	72	74
Totals	391	292	75

The achieved sample of 292 pupils falls not short of the design requirements. The sample is satisfactorily representative by sex and type of school. In respect of the target sample having been numerically increased, the corresponding achieved percentages are to that extent deflated.

In certain urban areas the interviewers did have difficulties in visiting homes and finding parents. Evening interviewing had to be abandoned. As a result, the achieved percentage for all of Belfast and Derry was lower, at 66 per cent, than for the rest of the Province, at 80 per cent. The lowest achieved percentage was for troubled areas in Belfast and Derry, at 61 per cent. To this extent the parental sub-sample is geographically biassed.

In several of the analyses, and in particular those reported in Part 7, Section 2, the parental interview information is matched with the pupil information. Table A6 shows the extent to which the various information, from parents and pupils, matched in whole or in part. For example, all information was available for 224 parents and pupils. For a further 43 parents and pupils pupil test scores and teacher ratings were not available.

Table A6: *Summary of parent-pupil information available for analysis*

Information available	Secondary		Grammar		All
	Boys	Girls	Boys	Girls	
All information	72	86	29	37	224
Parental and pupil interviews, follow-up (no tests or ratings)	23	17	1	2	43
Parental interviews, tests, follow-up (no pupil interviews or ratings)	6	5	-	1	12
Parental interviews only	8	3	2	-	13
Total	109	111	32	40	292

APPENDIX B

THE TEST BATTERY

The test battery, taken by pupils in the Spring term of 1972, was composed of five tests. These were reading comprehension, arithmetic, mathematics, verbal reasoning and visual reasoning. All were timed group tests, administered, supervised and marked by the research team.

The test of reading comprehension, N.I.C.E.R. Reading Test BTW1, was constructed for the investigation. This is a fifteen-minute fifty-five item group test of reading comprehension. Each item is in the form of a sentence with one word missing. The missing word is chosen from a list of five, only one of which is correct.

The remaining four tests were made available for the investigation by the Research Planning Division of the Department of Employment, London. These tests had been specially constructed for use with school leavers. The Arithmetic Test is a five-minute twenty item group test of computational accuracy. The Mathematics Test is a ten-minute thirty-item group test which includes problems in fractions, sets, exponentiation, algebra, geometry, trigonometry and the binary number system. The Verbal Reasoning Test is a ten-minute twenty-five item group test. The Visual Reasoning Test is a fifteen-minute thirty-six item group test. All of the tests were used in pilot try-outs in 1971 with pupils in the appropriate age and ability ranges.

The performance of pupils on the tests is summarised in percentile form in Table B1. The results for each test are presented separately for grammar school boys, grammar school girls, secondary school boys and secondary school girls. The table also gives the test score means and variances and the score distribution characteristics in terms of skew and kurtosis.

All tests but one, Visual Reasoning, are significantly negatively skewed for grammar school boys and girls. This suggests that these tests were on the easy side for grammar school pupils. The mathematics test is significantly positively skewed for secondary school boys and girls, which suggests that this test was difficult for secondary school pupils. The visual reasoning test would appear to have been easier for secondary school boys and girls than for grammar school boys and girls, but within a lower range of test scores and with correspondingly lower test score means.

Overlap in test performance between grammar and secondary school pupils is most marked on the arithmetic and visual reasoning tests. For example, on both tests the top ten per cent of secondary school boys obtained scores which are above those of the bottom fifty per cent of grammar school boys. On the arithmetic test the top ten per cent of secondary school girls obtained socres above those obtained by the bottom sixty per cent of grammar school girls. On the visual reasoning test the top ten per cent of secondary school girls obtained higher scores than were obtained by the bottom fifty per cent of grammar school girls.

The test of mathematics shows the least grammar - secondary school overlap. On this test the top ten per cent of secondary school boys scored above the bottom twenty per cent of grammar school boys. The top ten per cent of secondary school girls obtained scores at or above the level of the highest score obtained by the bottom forty per cent of grammar school girls.

On the test of reading comprehension the top ten per cent of secondary school boys scored above the bottom thirty per cent of grammar school boys. On the test of verbal reasoning the top ten per cent of secondary school boys scored above the bottom

Table B1: *Percentile scores and test statistics*

Percentile Rank	Reading				Arithmetic				Mathematics				Verbal Reasoning				Visual Reasoning			
	Secondary		Grammar		Secondary		Grammar		Secondary		Grammar		Secondary		Grammar		Secondary		Grammar	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
90	40.9	39.5	50.4	49.6	14.6	15.2	17.8	17.9	16.1	15.9	25.1	24.5	17.9	18.9	22.5	22.9	20.7	21.0	25.6	26.3
80	36.7	35.6	48.2	46.7	12.8	13.8	16.6	16.5	13.2	13.0	23.4	23.0	15.7	17.0	21.4	21.7	18.5	18.9	23.9	24.1
70	32.7	32.3	46.7	44.3	11.5	12.7	15.5	15.7	10.1	11.4	22.7	21.1	13.7	15.6	20.3	20.8	16.9	17.4	22.6	22.7
60	29.5	28.7	45.2	42.4	10.5	11.5	14.9	15.0	9.4	9.8	21.4	19.6	12.0	14.1	19.3	19.9	15.4	16.2	21.2	21.5
50	25.7	25.7	43.6	40.2	9.5	10.4	14.2	14.3	7.7	8.3	20.0	17.5	10.3	12.5	18.3	19.0	14.3	15.0	20.1	20.2
40	21.8	23.0	42.2	38.4	8.5	9.4	13.4	13.5	6.1	7.1	18.2	15.9	8.2	10.6	17.4	18.0	13.0	13.7	18.8	18.9
30	18.0	19.4	40.0	37.0	7.5	8.3	12.6	12.2	5.1	5.9	16.5	14.1	6.0	8.7	16.2	17.0	11.7	12.3	17.3	17.5
20	12.7	15.1	37.3	34.5	6.2	6.9	11.4	10.8	3.7	4.5	14.5	12.2	4.3	6.3	14.8	15.7	9.6	11.7	15.8	15.8
10	6.3	9.8	33.7	30.8	4.1	4.7	9.3	9.1	2.2	2.8	11.2	9.5	2.3	4.0	12.6	13.2	6.8	7.9	13.5	13.8
Pupil n.	1077	1208	373	337	1077	1208	373	337	1077	1208	373	337	1077	1208	373	337	1077	1208	373	337
Mean	24.8	25.4	42.6	40.1	9.4	10.3	13.8	13.8	8.5	9.0	19.0	17.3	10.1	11.9	18.0	18.5	14.0	14.7	19.8	20.0
Variance	155.8	124.9	46.3	52.3	15.4	15.9	10.1	11.1	28.5	25.3	27.7	32.4	32.8	30.7	13.9	14.6	27.7	26.4	22.3	22.5
Crit. ratio (skewness)	-2.1*	-1.5	-8.6****	-4.0***	-1.7	-3.6***	-5.2****	-3.5***	8.3****	8.9****	-5.0****	-2.0*	0.6	-2.9**	-3.2**	-6.4****	-2.7**	-3.5***	-1.9	-0.5
Crit. ratio (kurtosis)	-6.0****	-4.4***	8.4****	0.8	-2.4*	-2.8**	1.7	-0.6	-1.4	0.4	-0.2	-2.4	-7.0****	-6.2****	-1.3	3.0**	-0.6	1.5	0.3	-1.0

*: $p<0.05$; **: $p<0.01$; ***: $p<0.001$; ****: $p<0.001$

forty per cent of grammar school boys. On each of the two tests the top ten per cent of secondary school girls scored above the bottom fifty per cent of grammar school girls. This greater grammar - secondary school overlap for girls is a consistent feature of performance on all five tests.

Details for boys and girls, combined and separately, and irrespective of type of school, are not included in Table B1. These omissions are deliberate. The samples of pupils tested, as shown by Table B2, were not strictly proportionate by sex and type of school to the parent population. For example, grammar school girls were under-represented in the sample and secondary school girls were over-represented.

Table B2: *Population and sample percentage proportions*

	Secondary Pupils		Grammar Pupils		All Pupils
	Boys	Girls	Boys	Girls	
Population percentage	38.5	35.4	12.4	13.8	100.0
Sample percentage	36.0	40.3	12.5	11.3	100.0

THE ITEM ANALYSIS

Each of the five tests was item-analysed. For the analysis 200 boys and 200 girls were selected from the achieved sample of pupils who took the tests. Each sub-sample was drawn in the correct parent population proportions by type and sex of school - whether grammar or secondary and whether co-educational, boys only or girls only. The population percentage proportions and sample numbers are shown in Table B4.

The percentile and mean scores obtained by the sample of 400 pupils are shown in Table B3, with the distribution statistics for each test. *Alpha* co-efficients of internal consistency are included from the item-analysis. The standard error of measurement (SEM), which indicates the accuracy limits for an individual pupil's score on a test, is based on the *alpha* coefficient and the test variance. If we take, for example, a pupil's score of 25 on the reading test, we can estimate from classical test theory that there is a one-in-twenty chance that this pupil's true score will lie outside the range of 25± (1.96 × 2.6) points of raw score. Conversely, the probability is nineteen in twenty that his true score lies in the range of 20-30 points of raw score.

Table B3: *Pupil percentile scores and test statistics*
(n = 400; mean age = 14 years, 10.6 months)

Rank	Reading	Arithmetic	Mathematics	Verbal Reasoning	Visual Reasoning
90	45.9	15.8	21.5	20.6	23.1
80	40.5	14.4	17.5	18.5	20.8
70	37.0	13.3	14.5	17.1	18.8
60	33.8	12.2	12.3	15.6	17.4
50	30.7	11.2	10.5	13.6	16.0
40	26.6	10.0	8.9	11.7	14.7
30	22.7	8.7	6.5	8.9	13.5
20	17.8	7.0	5.1	6.7	11.6
10	12.1	5.3	3.0	3.4	8.6
Mean	29.3	10.8	11.4	12.8	16.0
Variance	156.0	16.9	45.7	39.3	31.1
Crit. ratio (skewness)	-2.1*	-2.9**	3.7***	-2.1*	-0.8
Crit. ratio (kurtosis)	-2.6*	-1.3	-2.8**	-3.8***	-0.9
Alpha	0.95	0.85	0.91	0.91	0.83
S.E.M.	2.6	1.6	2.0	1.9	2.3

*: $p<0.05$; **: $p<0.01$; ***: $p<0.001$

Table B4: *Item-analysis sub-samples*

	Secondary			Grammar			
	Co-ed.	Boys	Girls	Co-ed.	Boys	Girls	Total
Boys:							
Population %age	39.3	36.3	-	9.0	15.4	-	100.0
Sample number	78	73	-	18	31	-	200
Girls:							
Population %age	36.9	-	35.1	9.2	-	18.9	100.0
Sample number	74	-	70	18	-	38	200
All pupils:							
Population %age	38.1	18.5	17.2	9.1	7.8	9.3	100.0
Sample number	152	73	70	36	31	38	400

APPENDIX C

TABLES

The numbering of the tables in Appendix C is arranged to correspond with the sections of the report in which the tables are referenced. For example, the numbering of a table in the Appendix as Table C2.3.2 indicates that this table is referenced in Section 2.3 of the report, and that it is the second table to be so referenced in this section.

Unless otherwise indicated, as in Tables C2.1.13-C2.1.15, the classification of pupils as leavers (L), transferrers (T), or stayers (S) in the tables is based on whether pupils actually left, transferred or stayed on at 15, as verified by follow up.

Table C2.1.1: Subject Usefulness. *Percentages of secondary school pupils stating subject was Very Useful (V. Use.) or Useful (Use.) by sex and whether leaving (L) transferring (T) or staying (S)*

Subjects		Boys				Girls			
		L	T	S	All	L	T	S	All
English	V. Use.	55	69	73	62	73	85	82	79
	Use.	40	29	26	34	26	15	18	21
Mathematics	V. Use.	51	74	72	60	57	76	64	64
	Use.	39	23	24	33	38	21	32	33
Science	V. Use.	27	22	49	33	18	25	33	26
	Use.	43	53	39	44	51	51	47	49
Geography	V. Use.	26	24	33	28	14	15	26	18
	Use.	56	68	61	59	64	67	62	64
History	V. Use.	19	14	26	20	20	12	23	19
	Use.	50	58	60	54	49	63	59	55
Social Studies	V. Use.	41	17	27	35	39	33	39	37
	Use.	39	63	60	46	60	54	52	56
Languages	V. Use.	21	8	26	23	18	24	35	28
	Use.	37	42	51	45	50	58	49	51
Commerce	V. Use.	33	29	39	35	60	69	65	64
	Use.	52	14	46	46	31	25	29	29
Woodwork	V. Use.	63	53	50	58	-	-	-	-
	Use.	33	42	45	37	-	-	-	-
Metalwork	V. Use.	54	42	41	49	-	-	-	-
	Use.	39	48	51	43	-	-	-	-
Tech. Drawing	V. Use.	41	31	44	41	-	-	-	-
	Use.	39	48	45	43	-	-	-	-
Needlework	V. Use.	-	-	-	-	42	45	48	45
	Use.	-	-	-	-	48	49	47	48
Cookery	V. Use.	57	-	-	-	71	70	77	73
	Use.	36	-	-	-	27	30	21	26
Art	V. Use.	20	6	18	17	13	9	12	12
	Use.	49	62	54	52	46	58	53	51

Table C2.1.1 cont'd.

Subjects		Boys				Girls			
		L	T	S	All	L	T	S	All
Music	V. Use.	9	5	8	8	13	8	17	13
	Use.	28	33	34	31	40	44	43	42
Physical Education	V. Use.	56	48	41	50	34	29	28	31
	Use.	32	36	47	37	45	56	51	49
Religious Education	V. Use.	30	20	24	27	41	39	34	38
	Use.	47	60	49	49	46	47	50	48

Base: All secondary school pupils taking the subjects

Table C2.1.2: Subject Usefulness. *Percentages of grammar school pupils stating subject was Very Useful (V. Use) or Useful (Use.) by sex and whether leaving (L) transferring (T) or staying (S)*

Subjects		Boys				Girls			
		L	T	S	All	L	T	S	All
English	V. Use.	90	75	63	64	78	73	73	73
	Use.	10	25	35	34	22	27	25	25
Mathematics	V. Use.	80	67	69	69	25	40	59	58
	Use.	10	33	28	28	75	40	36	37
Science	V. Use.	44	47	62	61	33	38	47	46
	Use.	56	47	36	37	33	50	47	46
Geography	V. Use.	11	23	29	28	20	17	30	30
	Use.	89	77	66	67	80	67	63	64
History	V. Use.	0	18	23	22	0	0	21	20
	Use.	60	55	58	58	57	100	62	63
Social Studies	V. Use.	-	-	-	-	-	0	18	17
	Use.	-	-	-	-	-	100	68	71

Table C2.1.2 cont'd.

Subjects		Boys				Girls			
		L	T	S	All	L	T	S	All
Languages	V. Use.	22	20	35	34	22	20	46	44
	Use.	56	47	49	49	44	50	48	48
Woodwork	V. Use.	-	100	36	39	-	-	-	-
	Use.	-	0	50	48	-	-	-	-
Tech. Drawing	V. Use.	-	100	48	50	-	-	-	-
	Use.	-	0	39	38	-	-	-	-
Needlework	V. Use.	-	-	-	-	33	60	52	52
	Use.	-	-	-	-	67	40	46	46
Cookery	V. Use.	-	-	-	-	67	80	74	74
	Use.	-	-	-	-	33	20	26	26
Art	V. Use.	0	33	17	18	0	17	18	17
	Use.	50	56	58	57	67	67	57	57
Music	V. Use.	-	0	14	12	-	0	11	11
	Use.	-	29	19	20	-	25	47	46
Physical Education	V. Use.	33	56	45	45	38	18	27	27
	Use.	44	31	42	42	63	64	50	50
Religious Education	V. Use.	0	31	17	18	22	9	15	15
	Use.	50	50	46	47	33	64	53	53

Base: All grammar school pupils taking the subjects

Table C2.1.3: Subject Interest. *Percentages of secondary school pupils stating subject was Very Interesting (V. Int.) or Interesting (Int.) by sex and whether leaving (L) transferring (T) or staying (S)*

Subjects		Boys				Girls			
		L	T	S	All	L	T	S	All
English	V. Int.	17	12	23	18	34	41	42	38
	Int.	59	74	60	62	57	54	53	55
Mathematics	V. Int.	18	22	29	22	28	31	25	27
	Int.	43	53	49	46	48	45	48	47
Science	V. Int.	30	37	46	37	26	24	41	32
	Int.	45	42	40	43	41	50	37	41
Geography	V. Int.	25	28	38	29	16	15	29	20
	Int.	48	56	49	49	50	52	52	51
History	V. Int.	26	27	46	32	26	30	43	32
	Int.	45	50	41	45	47	48	40	45
Social Studies	V. Int.	47	38	40	44	39	40	36	38
	Int.	35	33	33	35	53	50	52	52
Languages	V. Int.	16	0	15	14	17	19	32	25
	Int.	17	38	45	35	44	49	45	46
Commerce	V. Int.	21	29	27	24	46	56	57	52
	Int.	58	14	42	47	39	33	32	35
Woodwork	V. Int.	56	58	55	56	-	-	-	-
	Int.	37	34	37	36	-	-	-	-
Metalwork	V. Int.	50	46	50	49	-	-	-	-
	Int.	41	38	40	40	-	-	-	-
Tech. Drawing	V. Int.	32	26	40	34	-	-	-	-
	Int.	38	36	43	40	-	-	-	-
Needlework	V. Int.	-	-	-	-	35	32	40	36
	Int.	-	-	-	-	47	53	47	48
Cookery	V. Int.	57	-	-	-	59	58	63	60
	Int.	43	-	-	-	35	38	33	35
Art	V. Int.	31	22	30	29	24	27	33	27
	Int.	45	61	49	48	48	50	47	48

Table C2.1.3 cont'd.

Subjects		Boys L	Boys T	Boys S	Boys All	Girls L	Girls T	Girls S	Girls All
Music	V. Int.	9	5	14	10	16	13	24	18
	Int.	31	30	30	31	41	46	43	43
Physical Education	V. Int.	54	62	51	54	39	39	35	38
	Int.	32	24	38	33	40	45	46	43
Religious Education	V. Int.	24	16	20	22	32	28	30	30
	Int.	48	59	52	50	50	52	53	51

Base: All secondary school pupils taking the subjects

Table C2.1.4: Subject Interest. *Percentages of grammar school pupils stating subject was Very Interesting (V. Int) or Interesting (Int.) by sex and whether leaving (L) transferring (T) or staying (S)*

Subjects		Boys L	Boys T	Boys S	Boys All	Girls L	Girls T	Girls S	Girls All
English	V. Int.	10	25	17	17	22	27	35	35
	Int.	50	69	59	60	56	36	54	54
Mathematics	V. Int.	10	13	22	22	25	10	20	20
	Int.	60	67	47	48	13	10	49	47
Science	V. Int.	67	53	57	57	0	63	45	44
	Int.	11	40	35	35	67	25	45	44
Geography	V. Int.	22	39	44	43	20	17	32	31
	Int.	67	62	49	50	60	50	52	52
History	V. Int.	60	46	47	47	29	40	42	42
	Int.	40	36	39	39	43	60	41	41
Social Studies	V. Int.	-	-	-	-	-	100	22	28
	Int.	-	-	-	-	-	0	61	56

Table C2.1.4 cont'd.

Subjects		Boys				Girls			
		L	T	S	All	L	T	S	All
Languages	V. Int.	22	13	20	19	33	20	32	32
	Int.	33	33	49	48	22	40	50	49
Woodwork	V. Int.	-	100	33	36	-	-	-	-
	Int.	-	0	54	52	-	-	-	-
Tech. Drawing	V. Int.	-	0	39	38	-	-	-	-
	Int.	-	100	52	54	-	-	-	-
Needlework	V. Int.	-	-	-	-	0	0	27	25
	Int.	-	-	-	-	67	100	60	61
Cookery	V. Int.	-	-	-	-	67	40	59	59
	Int.	-	-	-	-	33	60	35	36
Art	V. Int.	50	44	49	49	33	50	53	52
	Int.	0	56	35	37	67	50	37	38
Music	V. Int.	-	0	18	16	-	0	10	10
	Int.	-	29	27	28	-	25	49	48
Physical Education	V. Int.	33	69	51	51	50	18	35	35
	Int.	33	25	36	35	38	64	43	44
Religious Education	V. Int.	10	19	12	12	22	9	14	14
	Int.	40	69	46	47	33	55	51	51

Base: All grammar school pupils taking the subjects

Table C2.1.5: Subjects Pupils wanted to improve at. *Percentages of secondary school pupils stating they wanted to be better at certain subjects by sex and leaving (L) transferring (T) or staying (S)*

Subjects	Boys				Girls			
	L	T	S	All	L	T	S	All
English	53	58	71	59	66	77	71	70
Mathematics	60	73	75	66	72	82	82	76
Science	36	39	59	44	37	47	44	42
Geography	33	46	55	42	29	32	40	33
History	30	38	48	37	29	37	45	36
Social Studies	39	38	33	38	37	33	35	36
Languages	40	42	63	53	48	65	64	60
Commerce	21	43	23	24	70	73	64	69
Woodwork	71	72	66	70	-	-	-	-
Metalwork	73	56	56	67	-	-	-	-
Technical Drawing	55	57	62	58	-	-	-	-
Needlework	-	-	-	-	49	49	50	49
Cookery	71	-	-	71	58	50	51	54
Art	46	48	50	47	49	52	51	50
Music	16	20	22	18	31	27	31	30
Physical Education	51	53	49	51	50	46	43	47
Religious Education	22	24	26	23	34	26	26	32

Base: All secondary school pupils taking these subjects

Table C2.1.6: Subjects Pupils wanted to improve at. *Percentages of grammar school pupils stating they wanted to be better at certain subjects by sex and leaving (L) transferring (T) or staying (S)*

Subjects	Boys				Girls			
	L	T	S	All	L	T	S	All
English	70	69	60	60	78	55	72	72
Mathematics	90	81	76	76	88	70	80	77
Science	78	73	66	67	67	50	64	63
Geography	67	38	48	48	40	50	52	52
History	60	9	39	38	57	80	44	45
Social Studies	-	-	-	-	-	-	23	23
Languages	67	60	62	62	78	60	73	73
Woodwork	-	-	27	27	-	-	-	-
Technical Drawing	-	-	48	48	-	-	-	-
Needlework	-	-	-	-	67	40	41	42
Cookery	-	-	-	-	33	40	40	40
Art	50	44	60	59	33	33	58	56
Music	-	14	22	21	-	-	23	23
Physical Education	11	44	38	38	50	36	34	34
Religious Education	10	25	10	11	11	18	11	11

Base: All grammar school pupils taking these subjects

Table C2.1.7: **Pupil Attitudes.** *Percentages of secondary school pupils Agreeing Strongly (Ag.St.) or Agreeing (Ag.) by sex and leaving (L) transferring (T) or staying (S)*

		Boys				Girls			
		L	T	S	All	L	T	S	All
People should stay on at school after 15	Ag.St.	4	8	10	6	5	7	8	6
	Ag.	9	26	20	15	14	31	36	25
Good idea to stay longer each day at school	Ag.St.	5	4	8	6	6	12	10	9
	Ag.	15	33	28	22	20	26	29	25
Most friends are leaving	Ag.St.	24	12	11	18	20	9	4	12
	Ag.	56	52	32	48	54	42	28	42
School the same day after day	Ag.St.	31	22	19	26	25	22	14	20
	Ag.	38	40	33	37	42	41	38	40
I like school	Ag.St.	6	8	12	8	11	17	21	16
	Ag.	36	56	62	47	46	55	61	53
Glad of excuse to stay away	Ag.St.	27	14	10	20	13	9	3	8
	Ag.	36	28	28	33	37	28	20	29
Lots of interesting things going on	Ag.St.	12	20	18	15	10	17	20	15
	Ag.	48	47	56	50	45	51	53	49
Teachers treat you like kids	Ag.St.	30	22	21	26	27	26	14	22
	Ag.	41	37	40	40	46	48	36	43
Teachers take an interest in you	Ag.St.	4	5	7	5	5	5	5	5
	Ag.	29	32	36	32	30	33	48	37
Most of what is taught is a waste of time	Ag.St.	9	8	2	7	3	2	1	2
	Ag.	28	14	12	21	28	11	10	18
Prefers work to school	Ag.St.	35	20	11	26	29	12	8	18
	Ag.	46	44	38	44	43	38	34	39
Looks forward to school most days	Ag.St.	5	3	6	5	7	11	13	10
	Ag.	36	51	51	43	51	57	62	56
Works very hard at school	Ag.St.	11	4	13	11	4	6	7	6
	Ag.	45	57	55	50	44	56	57	51
Parents want me to stay on	Ag.St.	10	21	36	19	12	29	36	24
	Ag.	31	56	51	41	31	55	52	43
Often talk to parents about school	Ag.St.	5	6	8	6	7	8	18	11
	Ag.	40	52	48	44	50	61	57	55

Table C2.1.7 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Teachers only interested in the bright pupils	Ag.St.	24	17	14	20	18	17	9	15
	Ag.	38	30	33	35	42	35	25	35
Rather be popular than good at lessons	Ag.St.	10	4	5	8	7	4	4	6
	Ag.	28	17	21	24	25	20	17	21
Can still get good job even if not good at school	Ag.St.	17	9	7	13	10	6	4	7
	Ag.	49	42	34	43	56	45	39	48
Doing well in school is important	Ag.St.	19	41	47	30	21	36	46	33
	Ag.	46	43	45	45	47	52	46	48
Never worry about doing well in tests	Ag.St.	9	6	3	7	6	2	2	4
	Ag.	26	14	10	20	26	12	10	17

Base: All secondary school pupils

Table C2.1.8: Pupil Attitudes. *Percentages of grammar school pupils Agreeing Strongly (Ag.St.) or Agreeing (Ag.) by sex and leaving (L) transferring (T) or staying (S)*

		Boys				Girls			
		L	T	S	All	L	T	S	All
People should stay on at school after 15	Ag.St.	0	19	12	12	11	18	8	9
	Ag.	20	6	28	27	0	9	34	33
Good idea to stay longer each day at school	Ag.St.	10	19	17	17	0	9	13	12
	Ag.	20	25	31	31	33	46	35	35
Most friends are leaving	Ag.St.	10	19	3	3	22	0	0	1
	Ag.	40	19	13	14	33	0	9	10
School the same day after day	Ag.St.	30	44	25	26	67	18	18	19
	Ag.	30	19	34	33	33	73	37	38
I like school	Ag.St.	0	0	7	6	0	0	13	12
	Ag.	30	44	57	55	22	36	63	61

Table C2.1.8 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Glad of excuse to stay away	Ag.St.	30	38	13	14	56	0	6	7
	Ag.	20	19	30	30	11	36	26	26
Lots of interesting things going on	Ag.St.	0	25	14	14	0	0	11	10
	Ag.	40	44	43	43	33	27	50	49
Teachers treat you like kids	Ag.St.	0	44	16	16	22	9	17	17
	Ag.	50	19	28	29	56	55	31	33
Teachers take an interest in you	Ag.St.	0	0	3	3	0	0	6	5
	Ag.	20	38	35	35	0	9	33	31
Most of what is taught is a waste of time	Ag.St.	0	6	1	2	11	0	0	1
	Ag.	30	13	8	9	44	27	6	8
Prefer work to school	Ag.St.	0	25	10	10	67	9	7	9
	Ag.	50	56	27	29	22	36	30	30
Look forward to school most days	Ag.St.	0	0	3	3	0	9	8	8
	Ag.	20	25	33	33	33	36	50	49
Works very hard at school	Ag.St.	0	6	13	12	11	0	5	5
	Ag.	30	31	42	41	22	27	44	43
Parents want me to stay on	Ag.St.	30	38	60	59	0	55	58	56
	Ag.	50	44	36	37	67	46	40	41
Often talk to parents about school	Ag.St.	0	13	9	9	0	0	13	12
	Ag.	40	56	41	42	67	55	52	53
Teachers only interested in the bright pupils	Ag.St.	10	13	17	16	33	27	7	9
	Ag.	20	31	23	23	44	9	28	28
Rather be popular than good at lessons	Ag.St.	10	6	4	5	44	9	8	9
	Ag.	30	44	23	24	33	27	34	34
Can still get good job even if not good at school	Ag.St.	10	19	6	7	22	18	4	5
	Ag.	50	50	36	37	33	55	38	39
Doing well in school is important	Ag.St.	20	31	53	51	0	18	40	38
	Ag.	70	38	39	40	33	55	52	52
Never worry about doing well in tests	Ag.St.	0	6	2	2	11	0	2	2
	Ag.	20	6	8	8	22	9	5	6

Base: All grammar school pupils

Table C2.1.9: Grumbles about School. *Percentages of secondary school pupils stating they found certain aspects annoying by sex and leaving (L) transferring (T) or staying (S)*

	Boys				Girls			
	L	T	S	All	L	T	S	All
Too many silly little rules	78	70	68	74	76	72	48	65
Dislike school uniform	71	61	56	65	67	49	41	54
Prefects a nuisance	60	46	45	53	50	33	36	41
Streaming by ability	60	54	48	55	56	50	42	49

Base: All secondary school pupils

Table C2.1.10: Grumbles about School. *Percentages of grammar school pupils stating they found certain aspects annoying by sex and leaving (L) transferring (T) or staying (S)*

	L	T	S	All	L	T	S	All
Too many silly little rules	70	69	69	69	100	64	61	62
Dislike school uniform	80	69	58	59	67	36	32	33
Prefects a nuisance	40	25	46	45	56	27	38	38
Streaming by ability	60	38	40	41	44	36	16	17

Base: All grammar school pupils

Table C2.1.11: Preferred Age and Sex of Teacher. *Percentages of secondary school pupils stating preferences about age and sex of teacher by sex of pupil and leaving (L) transferring (T) or staying (S)*

	Boys				Girls			
	L	T	S	All	L	T	S	All
Prefer men	14	14	18	15	20	22	17	19
Prefer women	33	24	22	28	15	8	10	12
Doesn't matter	54	63	60	57	66	71	72	69
Prefer young	66	59	61	64	69	69	57	65
Prefer older	9	12	16	12	4	6	7	5
Doesn't matter	25	29	24	25	27	25	36	30

Base: All secondary school pupils

Table C2.1.12: Preferred Age and Sex of Teacher. *Percentages of grammar school pupils stating preferences about age and sex of teacher by sex of pupil and leaving (L) transferring (T) or staying (S)*

	Boys				Girls			
	L	T	S	All	L	T	S	All
Prefer men	0	19	25	24	33	36	25	25
Prefer women	40	31	18	19	22	18	7	8
Doesn't matter	60	50	57	57	44	46	68	67
Prefer young	80	75	66	67	89	73	70	71
Prefer older	0	6	11	11	0	9	4	4
Doesn't matter	20	19	23	23	11	18	26	25

Base: All grammar school pupils

Table C2.1.13: Leaving. *Percentages of intended leavers agreeing with various reasons for leaving at 15 by type of school and sex*

	Secondary		Grammar	
	B	G	B	G
My parents want me to leave	32	37	100	-
My friends will be out working	43	46	-	-
School can't help any more	39	35	50	100
I want to earn my own money	92	92	50	100
The teachers here don't really want me to stay	14	10	-	-
Being out at work is more grown up	63	66	-	100
I do not like school	56	54	50	100
Base: All pupils intending to leave n =	492	408	2	1

Table C2.1.14: Transferring. *Percentages of intended transferrers agreeing with various reasons for transferring at 15 by type of school and sex*

	Secondary		Grammar	
	B	G	B	G
It's more grown up	40	29	-	42
The teachers here really want me to go on with further education	18	12	-	-
You can't do the courses I want at this school	84	86	100	100
My parents want me to go	80	76	-	33
I do not like this school	25	24	63	33
My friends will be going there	42	43	25	8
Base: All pupils intending to transfer n =	179	294	8	12

Table C2.1.15: Staying. *Percentages of intended stayers agreeing with various reasons for staying on at 15 by type of school and sex*

	Secondary		Grammar	
	B	G	B	G
My friends are staying on	21	20	15	12
I want to stay on and get qualifications	93	90	95	95
I don't think I'm old enough yet to be out working	37	43	54	46
My parents want me to stay on	82	77	82	88
The teachers here want me to stay on till 16 or over	17	12	10	5
I like this school	14	22	10	13
Base: All pupils intending to stay n =	416	511	380	327

Table C2.3.1: Proportions Benefiting. *Percentages of teachers stating that virtually All, Some or virtually None of their leavers would benefit from RoSLA*

	Secondary			Grammar			All		
	All	Some	None	All	Some	None	All	Some	None
STATUS (i)									
Heads	32	68	0	20	47	33	28	61	12
Teachers	14	79	8	15	54	32	14	72	14
STATUS (ii)									
No post	11	80	10	0	67	33	8	77	15
Post	11	84	6	18	47	35	13	72	15
Department head	16	76	8	20	58	23	17	71	12
Deputy head	22	72	6	22	22	56	22	56	22
Head	32	68	0	20	47	33	28	61	12
EXPERIENCE AS A TEACHER									
Less than 1 year	7	86	7	0	63	38	5	77	18
Under 3 years but more than 1 year	17	79	4	8	58	33	16	75	9
Under 10 years but more than 3 years	11	81	9	9	59	31	10	76	14
Ten years or over	20	74	6	21	50	29	20	66	14
EXPERIENCE IN PRESENT SCHOOL									
Less than 1 full term	17	69	14	29	57	14	21	65	14
One term but less than 3 terms	11	78	11	0	67	33	8	75	17
One year but less than 3 years	15	80	5	10	50	40	14	74	13
Three years but less than 10 years	15	79	6	8	59	33	13	75	12
Ten years or over	17	77	6	21	50	30	19	66	15

Table C2.3.1 cont'd.

	Secondary			Grammar			All		
	All	Some	None	All	Some	None	All	Some	None
SEX OF PUPIL TAUGHT									
Boys	7	78	16	7	58	35	7	70	23
Boys and Girls	13	83	5	21	44	36	15	74	12
Girls	20	74	7	18	61	21	19	70	10
ABILITY RANGE									
Least able	8	85	8	-	-	-	8	85	8
Average	17	71	13	0	58	42	13	68	18
Most levels	13	81	6	17	52	31	14	72	14
Ablest	15	75	10	9	64	27	14	73	14
SUBJECT GROUP									
English	14	80	5	11	61	28	14	76	11
Mathematics	12	76	12	8	58	33	11	71	18
Languages	22	56	22	27	47	27	25	50	25
Sciences	7	83	10	0	47	53	4	71	24
Humanities	19	75	6	17	52	30	19	67	14
Practical	13	79	7	0	100	0	12	81	7
Cultural	8	90	3	0	33	67	7	86	7
QUALIFICATIONS									
One year	0	89	11	0	100	0	0	90	10
Two years	0	92	8	-	-	-	0	92	8
Three years	13	86	2	0	83	17	11	86	3
Four years	10	85	5	0	50	50	10	84	6
Degree (no training)	10	73	17	16	44	39	14	54	32
Degree (with training)	25	68	7	16	62	22	22	66	12
Others	40	60	0	-	-	-	40	60	0

Table C2.3.1 cont'd.

	Secondary			Grammar			All		
	All	Some	None	All	Some	None	All	Some	None
SEX OF TEACHER									
Female	18	76	6	17	54	28	18	71	12
Male	14	79	8	14	52	34	14	70	16
TEACHER AGE									
Under 25	17	80	3	0	74	26	13	78	9
25 but under 30	5	85	10	14	48	38	7	78	16
30 but under 40	20	70	10	21	49	30	20	65	15
40 but under 50	20	78	2	9	55	36	16	70	14
50 or over	20	77	3	26	52	22	22	67	10
MARITAL STATUS									
Married with children	16	79	5	19	45	36	16	72	12
Married without children	13	80	7	0	63	38	9	75	16
Single	17	74	9	19	57	24	18	69	14
SCHOOL TYPE									
Voluntary	19	74	7	15	53	32	17	66	17
County	12	80	7	16	52	32	13	76	11

Base: All teachers

Table C2.3.2: Major Opportunities. *Percentages of teachers agreeing that RoSLA was likely to bring them major opportunities*

	Secondary	Grammar	All
STATUS (i)			
Heads	63	6	41
Teachers	39	6	30
STATUS (ii)			
No post	37	7	31
Post	33	3	23
Department head	43	10	34
Deputy head	53	0	35
Head	63	6	41
EXPERIENCE AS A TEACHER			
Less than 1 year	23	11	18
One year but less than 3 years	50	0	41
Three years but less than 10 years	37	3	30
Ten years or over	44	6	30
EXPERIENCE IN CURRENT SCHOOL			
Less than 1 full term	29	7	21
One term but less than 3 terms	22	0	17
One year but less than 3 years	47	0	38
Three years but less than 10 years	40	8	32
Ten years or over	46	4	30
SEX OF PUPIL TAUGHT			
Boys	25	7	18
Boys and Girls	50	8	40
Girls	34	4	27
ABILITY RANGE			
Least able	33	-	33
Average	36	0	29
Most levels	42	7	30
Ablest	34	9	29
SUBJECT GROUP			
English	43	0	32
Mathematics	32	8	25
Languages	28	9	15
Sciences	33	0	22
Humanities	44	10	33
Practical	46	20	44
Cultural	31	0	29

Table C2.3.2 cont'd.

	Secondary	Grammar	All
QUALIFICATIONS			
One year	44	100	50
Two years	39	-	39
Three years	38	0	34
Four years	46	0	45
Degree (no training)	36	3	13
Degree (with training)	40	6	29
Other	60	-	60
SEX			
Female	41	9	33
Male	42	5	30
TEACHER AGE			
Under 25	47	5	36
25 but under 30	35	5	29
30 but under 40	41	6	32
40 but under 50	49	0	32
50 or over	41	8	28
MARITAL STATUS			
Married with children	40	0	31
Married without children	44	8	33
Single	44	7	31
SCHOOL TYPE			
Voluntary	44	5	29
County	38	9	34

Base: All secondary and grammar school teachers

Table C2.3.3: **Major Problems.** *Percentages of teachers stating that RoSLA was likely to cause them major problems*

	Secondary	Grammar	All
STATUS (i)			
Heads	46	0	29
Teachers	53	9	41
STATUS (ii)			
No post	54	21	46
Post	50	3	35
Department head	54	8	41
Deputy head	50	0	33
Head	46	0	29
EXPERIENCE AS A TEACHER			
Less than 1 year	29	33	30
One year but less than 3 years	56	8	46
Three years but less than 10 years	47	3	38
Ten years or over	58	4	39
EXPERIENCE IN CURRENT SCHOOL			
Less than 1 full term	38	13	30
One term but less than 3 terms	67	33	58
One year but less than 3 years	49	5	40
Three years but less than 10 years	57	5	44
Ten years or over	51	4	32
SEX OF PUPIL TAUGHT			
Boys	74	10	50
Boys and Girls	50	7	40
Girls	40	10	32
ABILITY RANGE			
Least able	69	-	69
Average	53	17	46
Most levels	54	9	39
Ablest	45	0	36
SUBJECT GROUP			
English	56	11	45
Mathematics	56	8	42
Languages	22	3	10
Sciences	43	24	36
Humanities	63	5	44
Practical	53	20	51
Cultural	54	0	50

Table C2.3.3 cont'd.

	Secondary	Grammar	All
QUALIFICATIONS			
One year	56	0	50
Two years	67	-	67
Three years	50	14	46
Four Years	54	0	53
Degree (no training)	43	6	18
Degree (with training)	52	6	37
Other	40	-	40
SEX			
Female	40	6	32
Male	61	9	45
TEACHER AGE			
Under 25	51	19	43
25 but under 30	47	5	39
30 but under 40	58	3	44
40 but under 50	53	5	36
50 or over	49	0	29
MARITAL STATUS			
Married with children	57	7	46
Married without children	55	0	38
Single	44	9	32
SCHOOL TYPE			
Voluntary	52	7	34
County	52	9	45

Base: All secondary and grammar school teachers

Table C3.1.1: Objectives. *Percentages of secondary school pupils stating that various objectives were Very Important (V.Imp.) or Important (Imp.) by sex and whether leaving (L) transferring (T) or staying (S)*

		Boys				Girls			
		L	T	S	All	L	T	S	All
SCHOOL SHOULD -									
Do drama	V.Imp.	6	8	7	6	8	8	10	9
	Imp.	24	33	30	27	37	41	44	40
Teach poetry	V.Imp.	4	2	4	4	3	3	4	4
	Imp.	16	19	25	19	24	29	35	29
Teach you how to speak well and easily	V.Imp.	24	28	30	27	30	37	45	36
	Imp.	53	54	52	53	56	52	47	52
Teach you how to put things in writing easily	V.Imp.	25	24	43	31	29	40	44	37
	Imp.	61	67	53	59	64	56	51	58
Teach things of real use in future job	V.Imp.	65	73	74	69	63	78	75	70
	Imp.	32	27	24	29	36	22	24	29
Help you get as good a job or career as possible	V.Imp.	61	74	77	68	62	79	79	72
	Imp.	35	24	23	30	36	21	20	27
Help you do as well as possible in examinations like G.C.E. or C.S.E.	V.Imp.	39	63	76	54	55	74	82	69
	Imp.	38	31	20	31	37	24	16	27
Teach things useful in running a home	V.Imp.	30	25	22	27	43	33	27	35
	Imp.	45	52	53	48	40	46	49	44

Table C3.1.1 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Teach you about what is right and wrong	V.Imp.	20	25	25	22	29	36	32	31
	Imp.	50	51	51	50	51	46	50	50
Help you know what is going on in the world	V.Imp.	23	25	29	25	22	27	26	25
	Imp.	54	52	55	54	57	57	57	57
Help you become an interesting and worthwhile person	V.Imp.	23	29	35	28	28	37	43	35
	Imp.	55	54	48	53	55	54	48	52
Teach you to look after your money when you are earning	V.Imp.	45	48	46	46	40	52	44	44
	Imp.	39	40	40	40	46	35	43	42
Help you make the most of yourself e.g. with your appearance	V.Imp.	17	24	14	17	28	32	35	31
	Imp.	41	31	50	42	48	46	42	46
Give lessons or talks on sex education	V.Imp.	54	46	46	50	50	45	34	43
	Imp.	30	42	41	35	40	49	51	46
Teach you how to be confident and at ease	V.Imp.	14	14	21	16	18	22	31	23
	Imp.	50	56	54	52	59	59	54	57
Give you interests and hobbies	V.Imp.	19	22	19	19	11	18	16	14
	Imp.	46	50	48	47	50	51	49	50
Teach you about different jobs and careers	V.Imp.	53	65	57	56	52	66	62	58
	Imp.	43	33	42	41	45	33	37	40

Table C3.1.1 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Help you find out what it is like at work e.g. about hours and wages	V.Imp.	50	54	46	49	40	48	41	42
	Imp.	42	43	48	44	51	47	52	51
Arrange visits to work places	V.Imp.	60	61	53	58	60	57	54	57
	Imp.	36	38	43	38	39	41	43	41
Take you to see art galleries, plays and museums	V.Imp.	15	16	19	16	15	20	18	17
	Imp.	31	33	32	32	37	43	44	41
Take you to places like the local fire-station or town (city) hall	V.Imp.	21	27	20	21	14	16	15	15
	Imp.	46	43	49	46	45	53	48	48
Have school clubs you can go to after school hours	V.Imp.	26	27	27	27	29	39	30	31
	Imp.	38	44	47	42	44	42	47	45

Base: All secondary school pupils

Table C3.1.2: Objectives. *Percentages of grammar school pupils stating that various objectives were Very Important (V.Imp.) or Important (Imp.) by sex and whether leaving (L) transferring (T) or staying (S)*

		Boys				Girls			
		L	T	S	All	L	T	S	All
SCHOOL SHOULD -									
Do drama	V.Imp.	0	0	5	5	11	9	15	15
	Imp.	20	38	30	30	22	55	55	54
Teach poetry	V.Imp.	10	0	2	2	0	0	6	6
	Imp.	20	25	29	29	33	18	43	42
Teach you how to speak well and easily	V.Imp.	20	50	33	33	0	46	48	47
	Imp.	60	44	46	46	67	46	39	40
Teach you how to put things in writing easily	V.Imp.	20	44	48	47	11	46	53	52
	Imp.	70	56	48	49	89	55	43	44
Teach things of real use in future job	V.Imp.	80	81	77	77	78	82	72	72
	Imp.	20	19	21	21	22	18	26	26
Help you get as good a job or career as possible	V.Imp.	70	81	78	77	67	82	80	80
	Imp.	20	19	22	22	33	18	19	19
Help you do as well as possible in examinations like G.C.E. or C.S.E.	V.Imp.	60	63	73	72	33	73	78	77
	Imp.	40	31	26	26	56	27	19	20
Teach things useful in running a home	V.Imp.	20	38	10	12	44	27	18	18
	Imp.	30	50	43	43	56	64	45	46

Table C3.1.2 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Teach you about what is right and wrong	V.Imp.	30	31	29	29	11	9	27	26
	Imp.	40	44	45	45	56	64	48	48
Help you know what is going on in the world	V.Imp.	30	25	29	29	0	36	29	29
	Imp.	50	69	55	56	67	64	58	59
Help you become an interesting and worthwhile person	V.Imp.	30	31	34	33	0	18	40	38
	Imp.	50	38	49	48	78	55	49	50
Teach you to look after your money when you are earning	V.Imp.	30	50	34	34	11	27	37	36
	Imp.	60	38	50	50	78	46	46	47
Help you make the most of yourself e.g. with your appearance	V.Imp.	10	19	12	12	56	18	24	25
	Imp.	40	44	30	31	33	64	39	40
Give lessons or talks on sex education	V.Imp.	50	56	37	38	44	36	36	37
	Imp.	40	38	47	47	56	46	48	48
Teach you how to be confident and at ease	V.Imp.	20	25	25	24	22	18	35	34
	Imp.	70	56	55	55	78	64	50	51
Give you interests and hobbies	V.Imp.	10	31	16	16	0	18	18	18
	Imp.	60	31	42	42	56	27	51	50
Teach you about different jobs and careers	V.Imp.	50	75	59	60	22	55	73	71
	Imp.	50	19	40	39	78	46	27	29

Table C3.1.2 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Help you find out what it is like at work e.g. about hours and wages	V.Imp.	40	50	29	31	22	27	28	27
	Imp.	40	44	54	53	78	64	54	55
Arrange visits to work places	V.Imp.	40	56	38	39	56	55	43	44
	Imp.	50	38	51	51	44	36	50	50
Take you to see art galleries, plays and museums	V.Imp.	20	0	12	12	11	36	18	19
	Imp.	40	44	34	35	56	64	54	54
Take you to places like the local fire-station or town (city) hall	V.Imp.	10	6	10	10	11	18	9	9
	Imp.	30	63	32	33	67	46	44	45
Have school clubs you can go to after school hours	V.Imp.	20	25	29	29	0	27	32	31
	Imp.	30	19	44	42	56	55	44	45

Base: All grammar school pupils

Table C3.1.3: Objectives. *Percentages of secondary and grammar parents stating that various objectives were Very Important (V.Imp.) or Important (Imp.) by sex of pupil*

		Secondary			Grammar		
		B	G	All	B	G	All
SCHOOL SHOULD -							
Do drama	V.Imp.	11	15	13	23	17	19
	Imp.	45	49	47	61	54	57
Teach poetry	V.Imp.	4	8	6	19	12	15
	Imp.	36	46	41	65	51	57
Teach you how to speak well and easily	V.Imp.	80	85	82	87	85	86
	Imp.	20	15	18	13	15	14
Teach you how to put things in writing easily	V.Imp.	65	76	71	74	71	72
	Imp.	34	24	29	26	27	26
Teach things of real use in future job	V.Imp.	71	81	76	68	63	65
	Imp.	26	18	22	23	27	25
Help you get as good a job or career as possible	V.Imp.	71	81	76	74	63	68
	Imp.	27	19	23	19	34	28
Help you do as well as possible in examinations like G.C.E. or C.S.E.	V.Imp.	63	80	72	81	83	82
	Imp.	28	16	22	19	17	18
Teach things useful in running a home	V.Imp.	35	33	34	13	15	14
	Imp.	46	36	41	29	44	38
Teach you about what is right and wrong	V.Imp.	60	61	61	71	61	65
	Imp.	30	26	28	19	29	25
Help you know what is going on in the world	V.Imp.	34	31	32	29	24	26
	Imp.	51	33	42	39	61	51
Help you become an interesting and worthwhile person	V.Imp.	27	37	32	48	39	43
	Imp.	65	51	58	52	44	47
Teach you to look after your money when you are earning	V.Imp.	59	60	59	52	39	44
	Imp.	28	27	27	29	37	33
Help you make the most of yourself, e.g with your appearance	V.Imp.	39	40	40	29	27	28
	Imp.	44	44	44	52	49	50
Give lessons or talks on sex education	V.Imp.	24	27	26	19	27	24
	Imp.	47	43	45	45	46	46

Table C3.1.3 cont'd.

		Secondary			Grammar		
		B	G	All	B	G	All
Teach you how to be confident and at ease	V.Imp.	34	42	38	36	44	40
	Imp.	53	48	51	45	46	46
Give you interests and hobbies	V.Imp.	22	30	26	16	10	13
	Imp.	62	57	59	65	59	61
Teach you about different jobs and careers	V.Imp.	52	58	55	61	68	65
	Imp.	46	39	42	39	29	33
Help you find out what it is like at work, e.g. about hours and wages	V.Imp.	34	38	36	29	20	24
	Imp.	51	42	46	36	51	44
Arrange visits to work places	V.Imp.	45	58	51	36	24	29
	Imp.	52	40	46	55	51	53
Take you to see art galleries, plays and museums	V.Imp.	18	23	21	45	12	26
	Imp.	53	51	52	42	66	56
Take you to places like the local fire-station or town (city) hall	V.Imp.	24	23	23	26	15	19
	Imp.	63	52	58	52	59	56
Have school clubs you can go to after school hours	V.Imp.	38	44	41	55	20	35
	Imp.	42	38	40	29	54	43

Base: All parents

Table C3.1.4: Objectives. *Percentages of secondary parents stating that various objectives were Very Important (V.Imp.) or Important (Imp.) by sex of pupil and whether pupil left (L) transferred (T) or stayed (S)*

		Boys			Girls		
		L	T	S	L	T	S
SCHOOL SHOULD -							
Do drama	V.Imp.	9	21	8	18	12	12
	Imp.	46	21	50	54	44	42
Teach poetry	V.Imp.	5	7	0	6	8	12
	Imp.	31	43	46	52	32	49
Teach you how to speak well and easily	V.Imp.	85	93	65	86	80	91
	Imp.	15	7	35	14	20	9
Teach you how to put things in writing easily	V.Imp.	66	71	58	78	76	76
	Imp.	34	21	42	22	24	24
Teach things of real use in future job	V.Imp.	80	43	62	78	84	85
	Imp.	20	36	35	20	16	15
Help you get as good a job or career as possible	V.Imp.	77	64	58	78	88	82
	Imp.	20	29	42	22	12	18
Help you do as well as possible in examinations like G.C.E. or C.S.E.	V.Imp.	60	71	73	78	88	79
	Imp.	34	21	19	18	8	18
Teach things useful in running a home	V.Imp.	37	43	19	32	40	24
	Imp.	52	29	42	36	36	39
Teach you about what is right and wrong	V.Imp.	65	64	46	58	64	64
	Imp.	29	14	39	30	24	21
Help you know what is going on in the world	V.Imp.	34	57	19	34	24	30
	Imp.	57	21	50	22	40	46
Help you become an interesting and worthwhile person	V.Imp.	25	50	12	30	40	39
	Imp.	66	43	81	52	48	58
Teach you to look after your money when you are earning	V.Imp.	65	50	46	54	64	64
	Imp.	23	29	39	32	16	27
Help you make the most of yourself, e.g. with your appearance	V.Imp.	39	50	35	30	48	42
	Imp.	46	29	50	50	36	46

Table C3.1.4 cont'd.

		Boys			Girls		
		L	T	S	L	T	S
Give lessons or talks on sex education	V.Imp.	23	29	23	24	28	30
	Imp.	45	36	58	44	36	52
Teach you how to be confident and at ease	V.Imp.	31	50	31	34	52	49
	Imp.	55	43	54	50	40	49
Give you interests and hobbies	V.Imp.	22	29	12	26	40	27
	Imp.	65	43	69	60	56	52
Teach you about different jobs and careers	V.Imp.	49	86	39	52	60	61
	Imp.	49	14	58	46	36	33
Help you find out what it is like at work, e.g. about hours and wages	V.Imp.	35	50	15	30	56	36
	Imp.	48	29	73	46	32	46
Arrange visits to work places	V.Imp.	49	57	23	60	72	46
	Imp.	51	36	69	36	28	52
Take you to see art galleries, plays and museums	V.Imp.	14	29	23	14	24	33
	Imp.	57	57	42	62	48	36
Take you to places like the local fire-station or town (city) hall	V.Imp.	23	29	15	12	36	24
	Imp.	66	64	62	64	36	49
Have school clubs you can go to after school hours	V.Imp.	35	57	35	48	48	33
	Imp.	49	21	35	38	32	42

Base: All secondary school parents

Table C3.1.5: **Objectives.** *Percentages of teachers stating various objectives were Very Important (V.Imp.) or Important (Imp.) for school leavers*

		Secondary	Grammar
SCHOOL SHOULD -			
Do drama	V.Imp.	23	23
	Imp.	54	44
Teach poetry	V.Imp.	13	10
	Imp.	40	44
Teach pupils how to speak well and easily	V.Imp.	69	72
	Imp.	28	26
Teach pupils how to put things in writing easily	V.Imp.	45	65
	Imp.	51	30
Teach things or real use in future job	V.Imp.	52	48
	Imp.	36	33
Help pupils get as good a job or career as possible	V.Imp.	54	55
	Imp.	41	36
Help pupils do as well as possible in examinations like G.C.E. or C.S.E.	V.Imp.	34	48
	Imp.	50	36
Teach things useful in running a home	V.Imp.	60	32
	Imp.	33	32
Teach pupils about what is right and wrong	V.Imp.	63	64
	Imp.	32	26
Help pupils know what is going on in the world	V.Imp.	32	40
	Imp.	58	43
Help pupils become interesting and worthwhile people	V.Imp.	55	58
	Imp.	41	33
Teach pupils to look after money when they are earning	V.Imp.	58	44
	Imp.	39	37
Help pupils make the most of themselves, e.g. with their appearance	V.Imp.	50	33
	Imp.	42	44
Give lessons or talks on sex education	V.Imp.	33	31
	Imp.	50	37

Table C3.1.5 cont'd.

		Secondary	Grammar
Teach pupils how to be confident and at ease	V.Imp.	58	48
	Imp.	38	42
Give pupils interests and hobbies	V.Imp.	44	40
	Imp.	47	42
Teach pupils about different jobs and careers	V.Imp.	58	57
	Imp.	39	32
Help pupils find out what it is like at work, e.g. about hours and wages	V.Imp.	45	27
	Imp.	49	43
Arrange visits to work places	V.Imp.	59	33
	Imp.	40	41
Take pupils to see art galleries, plays and museums	V.Imp.	30	21
	Imp.	48	48
Take pupils to places like the local fire-station or town (city) hall	V.Imp.	32	18
	Imp.	57	35
Have school clubs pupils can go to after school hours	V.Imp.	36	28
	Imp.	49	48

Base: All secondary and grammar school teachers

Table C3.2.1: **Interests:** *Percentages of secondary school pupils regarding certain interests as Very Important (V.Imp.) or Important (Imp.) by whether pupil left (L) transferred (T) or stayed (S)*

		Boys				Girls			
		L	T	S	All	L	T	S	All
To be earning money	V.Imp.	65	61	58	62	54	47	41	48
	Imp.	31	34	31	31	41	46	44	43
Clothes, hairstyles, how you look	V.Imp.	33	27	29	31	50	42	45	47
	Imp.	48	59	53	51	45	52	50	48
Being treated as a grown up	V.Imp.	40	36	40	39	48	44	41	45
	Imp.	50	54	54	52	49	50	53	50
Pop music	V.Imp.	25	19	21	23	32	29	21	27
	Imp.	32	34	32	32	48	44	43	45
Starting work as soon as possible	V.Imp.	39	25	14	29	33	14	12	22
	Imp.	38	32	29	34	41	33	26	34
Sports, games	V.Imp.	37	35	35	36	15	17	18	17
	Imp.	41	46	43	43	34	46	38	38
Your family	V.Imp.	74	69	71	73	79	77	80	79
	Imp.	23	27	24	24	20	21	19	20
Getting married	V.Imp.	38	35	29	35	40	32	29	34
	Imp.	27	37	30	29	33	39	43	38
Reading (not just magazines or newspapers)	V.Imp.	14	20	23	18	16	20	30	22
	Imp.	48	53	53	50	53	61	52	54
Practical hobbies	V.Imp.	42	42	39	41	37	35	40	38
	Imp.	45	43	47	45	50	48	47	48
Watching T.V., listening to the radio	V.Imp.	22	24	16	21	20	18	17	19
	Imp.	47	50	51	48	51	53	55	53

Base: All secondary school pupils

Table C3.2.2: Interests: *Percentages of grammar school pupils regarding certain interests as Very Important (V.Imp.) or Important (Imp.) by whether pupil left (L) transferred (T) or stayed (S)*

		Boys				Girls			
		L	T	S	All	L	T	S	All
To be earning money	V.Imp.	40	31	33	33	67	18	21	22
	Imp.	40	50	45	45	11	36	41	40
Clothes, hairstyles, how you look	V.Imp.	40	56	26	28	89	27	37	38
	Imp.	50	31	54	53	11	64	57	56
Being treated as a grown up	V.Imp.	20	31	30	30	44	27	34	34
	Imp.	50	63	59	59	56	64	57	57
Pop music	V.Imp.	30	38	21	22	33	27	18	19
	Imp.	20	25	32	32	56	46	42	42
Starting work as soon as possible	V.Imp.	20	38	4	5	44	9	3	4
	Imp.	40	19	16	17	33	9	16	16
Sports, games	V.Imp.	10	31	38	37	22	18	20	20
	Imp.	40	50	41	41	33	36	41	41
Your family	V.Imp.	70	88	76	76	78	64	80	79
	Imp.	10	13	20	20	22	27	18	18
Getting married	V.Imp.	20	38	25	25	67	36	32	33
	Imp.	40	44	35	35	11	27	35	34
Reading (not just magazines or newspapers)	V.Imp.	10	19	27	26	0	27	32	31
	Imp.	50	69	53	54	67	55	55	56
Practical hobbies	V.Imp.	20	31	18	19	0	18	23	23
	Imp.	50	56	45	45	67	64	49	50
Watching T.V., listening to the radio	V.Imp.	0	13	20	20	0	36	15	15
	Imp.	60	44	51	51	78	46	57	57

Base: All grammar school pupils

Table C3.2.3: Interests. *Percentages of parents regarding various interests as Very Important (V.Imp.) or Important (Imp.) to young people*

		Secondary		Grammar	
		Boys	Girls	Boys	Girls
To be earning money	V.Imp.	40	44	36	12
	Imp.	33	23	16	27
Clothes, hairstyles, how they look	V.Imp.	41	69	36	54
	Imp.	42	26	52	39
Being treated as a grown up	V.Imp.	52	63	61	66
	Imp.	39	30	26	20
Pop music	V.Imp.	30	60	39	49
	Imp.	28	26	36	24
Starting work as soon as possible	V.Imp.	38	31	7	5
	Imp.	23	19	13	10
Sports, games	V.Imp.	42	36	58	39
	Imp.	38	35	29	34
Their families	V.Imp.	69	79	90	76
	Imp.	27	19	10	22
Getting married	V.Imp.	1	8	7	5
	Imp.	6	17	7	20
Reading (not just magazines or newspapers)	V.Imp.	18	40	52	59
	Imp.	26	30	26	22
Practical hobbies	V.Imp.	42	50	39	27
	Imp.	34	31	13	34
Watching T.V., listening to the radio	V.Imp.	41	53	61	34
	Imp.	39	34	36	54

Base: All parents

Table C3.2.4: Interests. *Percentages of secondary school parents regarding certain interests as Very Important (V.Imp.) or Important (Imp.) to young people who left (L) transferred (T) or stayed (S)*

		Boys			Girls		
		L	T	S	L	T	S
To be earning money	V.Imp.	46	43	23	56	36	33
	Imp.	34	29	35	22	28	21
Clothes, hairstyles, how they look	V.Imp.	42	50	35	74	68	61
	Imp.	43	29	46	20	28	33
Being treated as a grown up	V.Imp.	51	64	50	66	60	61
	Imp.	45	21	35	30	28	30
Pop music	V.Imp.	28	29	35	76	60	36
	Imp.	25	21	39	22	16	39
Starting work as soon as possible	V.Imp.	52	7	19	50	20	9
	Imp.	26	21	15	30	16	6
Sports, games	V.Imp.	42	50	39	34	44	33
	Imp.	48	21	23	34	28	42
Their families	V.Imp.	63	79	77	72	92	79
	Imp.	31	21	19	24	8	21
Getting married	V.Imp.	0	7	0	12	8	3
	Imp.	8	7	0	16	16	18
Reading (not just magazines or newspapers)	V.Imp.	12	14	35	24	40	64
	Imp.	25	43	19	32	36	21
Practical hobbies	V.Imp.	42	50	39	42	56	58
	Imp.	40	21	27	36	28	24
Watching T.V., listening to the radio	V.Imp.	39	43	46	60	60	36
	Imp.	43	43	27	36	28	36

Base: All secondary school parents

Table C3.2.5: Interests. *Percentages of teachers stating that various interests were Very Important (V.Imp.) or Important (Imp.) to school leavers by sex of pupil*

		Secondary		Grammar	
		Boys	Girls	Boys	Girls
To be earning money	V.Imp.	64	58	43	45
	Imp.	34	39	38	32
Clothes, hairstyles, how they look	V.Imp.	17	61	19	43
	Imp.	46	36	48	47
Being treated as a grown up	V.Imp.	46	53	37	38
	Imp.	39	37	48	51
Pop music	V.Imp.	22	46	16	31
	Imp.	46	37	53	44
Starting work as soon as possible	V.Imp.	49	39	26	20
	Imp.	39	44	33	38
Sports, games	V.Imp.	22	1	15	6
	Imp.	43	18	29	15
Their families	V.Imp.	7	10	9	12
	Imp.	49	56	35	42
Getting married	V.Imp.	1	22	2	12
	Imp.	6	38	5	30
Reading (not just magazines or newspapers)	V.Imp.	2	1	4	3
	Imp.	4	11	5	13
Practical hobbies	V.Imp.	10	10	4	6
	Imp.	54	51	33	43
Watching T.V., listening to the radio	V.Imp.	31	38	21	27
	Imp.	56	51	55	58

Base: All secondary school teachers

Note: teachers who taught both sexes answered for both boys and girls

Table C3.3.1: Biographical Details. *Percentages of secondary school pupils responding in certain ways to various biographical questions*

		Boys				Girls			
		L	T	S	All	L	T	S	All
Pupil enjoys spare-time	Always	31	37	30	31	21	20	22	21
	Mostly	31	37	48	37	30	41	41	36
Occupational aspiration (Registrar General's Classification)	Class I	1	3	15	6	1	1	4	2
	Class II	4	13	24	11	21	39	54	36
	Class III	86	82	58	76	33	49	36	38
	Class IV	9	3	3	6	45	11	6	24
	Class V	0	0	0	0	0	0	0	0
Taking examinations	Yes	32	87	85	56	37	88	88	65
	Don't know	2	1	0	1	2	0	1	1
	No	67	12	15	43	62	12	12	34
Not taking exams. but would like to		22	26	38	24	17	28	26	19
School club, team member		33	42	49	39	22	39	39	31
Youth Club member		46	51	52	49	42	47	57	48
Library member		17	27	35	24	18	24	33	24
Boy/girl friend		43	35	29	38	51	39	34	42
Part-time job		37	40	29	35	19	24	21	21

Table C3.3.1 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Helps at home	Very often	27	37	26	28	45	48	42	44
	Quite a lot	22	27	30	25	34	37	33	35
Time taken to get to school	23 minutes or less	67	66	70	68	63	58	61	61
	23 minutes or more	33	34	30	32	37	42	39	39
How successful at school	Very	7	8	8	8	3	7	6	5
	Quite	37	53	51	44	35	53	50	44
How intelligent	More than most	6	9	11	8	4	5	5	5
	Fairly	59	70	78	67	61	80	76	70
How well liked by teachers	By most	12	16	17	14	14	19	20	17
	By quite a lot	11	20	20	15	12	15	22	16
How well liked by pupils	By most	29	20	24	26	19	27	22	22
	By quite a lot	38	44	38	39	29	36	28	30
Position of responsibility		18	25	25	21	17	31	20	21

Base: All secondary school pupils

Table C3.3.2: Biographical Details. *Percentages of grammar school pupils responding in certain ways to various biographical questions*

		Boys				Girls			
		L	T	S	All	L	T	S	All
Pupil enjoys spare-time	Always	40	44	27	28	33	18	27	27
	Mostly	30	25	46	45	33	27	47	46
Occupational aspiration (Registrar General's Classification)	Class I	10	25	48	46	0	9	16	16
	Class II	50	38	40	40	56	82	75	75
	Class III	40	38	12	13	44	9	7	8
	Class IV	0	0	0	0	0	0	1	1
	Class V	0	0	0	0	0	0	0	0
Taking examinations	Yes	90	100	100	100	89	100	100	99
	Don't know	0	0	0	0	0	0	0	0
	No	10	0	0	1	11	0	0	1
Not taking exams. but would like to		0	-	-	0	0	-	-	0
School club, team member		20	50	56	55	22	27	41	40
Youth Club member		50	56	50	50	56	64	52	53
Library member		40	31	39	39	22	27	51	50
Boy/girl friend		50	38	28	29	78	55	24	26
Part-time job		30	50	27	28	44	0	14	14

Table C3.3.2 cont'd.

		Boys				Girls			
		L	T	S	All	L	T	S	All
Helps at home	Very often	30	31	26	26	44	36	33	33
	Quite a lot	20	25	30	30	44	36	38	39
Time taken to get to school	23 minutes or less	30	50	58	57	22	46	56	54
	23 minutes or more	70	50	42	43	78	55	44	46
How successful at school	Very	10	0	5	5	0	0	4	4
	Quite	40	63	53	53	22	64	57	57
How intelligent	More than most	10	0	10	10	0	0	7	7
	Fairly	70	69	76	75	44	73	78	77
How well liked by teachers	By most	10	25	14	14	0	9	17	16
	By quite a lot	10	31	25	25	0	18	20	20
How well liked by pupils	By most	20	38	27	27	0	46	16	16
	By quite a lot	60	31	39	39	44	18	40	39
Position of responsibility		10	13	20	19	22	9	19	19

Base: All grammar school pupils

Table C3.3.3: Pupil Ratings. *Percentages of pupils falling into certain categories as classified by teachers*

	Secondary						Grammar					
	Boys			Girls			Boys			Girls		
	L	T	S	L	T	S	L	T	S	L	T	S
CLASS SIZE												
27 or fewer pupils	53	41	44	64	45	53	75	67	76	63	42	51
Over 27 pupils	47	59	56	36	55	47	25	33	24	38	58	50
STREAMING												
Ability stream	83	86	92	69	81	87	13	31	24	13	40	47
Non-streamed	17	14	8	31	16	12	75	50	70	88	40	44
Whole age group	0	0	0	1	3	1	13	19	6	0	20	9
WHETHER IN EXAMINATION CLASS												
Examination class	15	18	56	17	29	64	100	100	100	100	90	100
Non-examination	51	44	10	56	21	12	0	0	0	0	0	0
Mixed	35	38	34	28	50	23	0	0	0	0	10	0
EXAMINATION POTENTIAL												
A-level	0	0	3	1	1	6	50	13	62	63	10	54
O-level or C.S.E.(Grade 1) in 3 or more subjects	5	10	40	5	12	31	13	44	24	0	30	29
O-level or C.S.E. (Grade 1) in 1 or 2 subjects	8	9	20	6	22	19	38	19	9	25	20	10
C.S.E.(below Grade 1) in 3 or more subjects	20	31	17	17	33	20	0	6	4	13	30	4
C.S.E.(below Grade 1) in 1 or 2 subjects	24	33	10	26	25	13	0	19	2	0	0	2
Less able	43	17	11	47	8	11	0	0	0	0	10	1
ATTENDANCE IN AUTUMN TERM 1971												
89 days or less	59	40	35	65	33	26	50	39	15	13	25	14
Over 89 days	41	60	66	35	67	74	50	61	85	88	75	86
HOW OFTEN CORRECTED FOR APPEARANCE IN AUTUMN TERM 1971												
More than once	15	6	5	14	6	3	13	6	1	0	0	2
Once	16	13	7	11	4	6	13	25	8	0	10	2
Never	69	81	88	76	90	92	75	69	91	100	90	96
HOW OFTEN PARENT WAS SENT FOR REGARDING PUPIL'S BEHAVIOUR IN AUTUMN TERM 1971												
More than once	3	3	0	4	2	1	13	0	0	0	0	0
Once	8	4	3	5	2	2	0	6	1	0	0	2
Never	89	93	97	91	96	98	88	94	99	100	100	98

Table C3.3.3 cont'd.

	Secondary						Grammar					
	Boys			Girls			Boys			Girls		
	L	T	S	L	T	S	L	T	S	L	T	S
WHETHER PARENT(S) CONTACTED SCHOOL IN AUTUMN TERM 1971												
Both made contact	3	9	5	3	4	3	0	0	5	0	0	5
One made contact	14	23	19	12	25	19	25	38	23	13	50	38
Neither made contact	83	68	77	85	72	78	75	63	72	88	50	56
PARENTAL INTEREST IN PUPIL'S EDUCATION												
Above average	7	18	19	6	21	21	13	19	19	13	40	45
Average	57	57	64	64	72	71	63	63	75	50	60	53
Below average	36	25	17	30	8	8	25	19	6	38	0	3

Base: All secondary and grammar school pupils

Table C4.2.1: Equipment. *Percentages of subject teachers finding equipment Useful (U) or Lacking (L)*

			English	Maths.	Langs.	Science	Soc.Scs.	Practical	Phys/Cult.	All Teachers
Tape-recorders	Sec.	U	84	64	94	67	77	38	67	66
		L	11	3	11	20	4	7	10	9
	Gr.	U	65	23	78	25	87	20	33	60
		L	6	8	6	12	4	0	33	7
Cine/strip projectors	Sec.	U	63	55	67	90	87	52	54	65
		L	11	9	17	13	19	12	31	15
	Gr.	U	41	23	75	63	67	40	67	58
		L	12	8	9	25	15	8	0	12
Films, film strips, slides	Sec.	U	66	67	89	93	83	66	74	74
		L	16	15	28	13	11	15	33	18
	Gr.	U	47	31	75	75	79	60	67	66
		L	29	15	12	12	8	40	0	16
Television	Sec.	U	80	73	61	70	75	52	74	69
		L	4	3	17	13	21	9	10	10
	Gr.	U	71	31	44	44	50	20	67	47
		L	6	0	12	19	17	0	0	11
Radio	Sec.	U	59	34	50	43	62	29	39	45
		L	9	9	11	13	11	7	8	9
	Gr.	U	65	0	47	13	38	0	33	35
		L	0	8	6	12	12	0	0	7

Table C4.2.1 cont'd.

			English	Maths.	Langs.	Science	Soc.Scs.	Practical	Phys/Cult.	All Teachers
Sports equipment	Sec.	U	27	46	28	50	34	34	49	37
		L	7	6	0	3	4	3	13	5
	Gr.	U	12	46	31	19	42	0	67	30
		L	6	0	3	6	4	0	33	4
Number of teachers		Sec.	56	33	18	30	47	68	39	291
		Gr.	17	13	32	16	24	5	3	110

Base: secondary and grammar school teachers excluding heads.

Table C4.2.2: Accommodation. *Percentages of subject teachers finding types of accommodation Useful (U) or Lacking (L)*

			English	Maths.	Langs.	Science	Soc.Scs.	Practical	Phys/Cult.	All Teachers
Woodwork, metalwork, engineering workshop	Sec.	U	12	39	11	30	25	33	23	25
		L	2	6	6	3	0	7	5	4
	Gr.	U	0	15	12	12	8	20	33	11
		L	12	8	9	6	17	0	33	11
Car maintenance bay	Sec.	U	4	24	6	23	15	9	10	12
		L	18	42	11	57	17	22	38	28
	Gr.	U	6	8	9	12	0	0	33	7
		L	6	15	16	19	8	0	33	13
Projection, visual aids, recording room	Sec.	U	20	27	72	40	38	28	23	31
		L	45	36	33	40	57	30	54	43
	Gr.	U	29	23	50	12	37	0	33	33
		L	12	8	6	25	21	20	0	14
Art, handi-craft rooms	Sec.	U	11	33	28	23	28	28	59	29
		L	4	6	0	3	2	6	18	6
	Gr.	U	12	15	9	6	21	0	33	13
		L	6	0	0	6	0	0	33	3
Music room	Sec.	U	14	33	22	17	23	22	26	22
		L	4	0	0	0	0	0	3	1
	Gr.	U	6	0	12	6	17	0	0	9
		L	18	8	0	0	4	0	0	5

Table C4.2.2 cont'd.

			English	Maths.	Langs.	Science	Soc.Scs.	Practical	Phys/Cult.	All Teachers
Domestic science room	Sec.	U	7	24	22	17	19	43	26	24
		L	5	3	0	3	2	10	0	5
	Gr.	U	6	15	12	6	8	60	33	13
		L	0	0	3	0	4	0	0	2
Flat for housecraft	Sec.	U	5	21	28	13	21	30	13	19
		L	11	24	0	23	4	30	20	18
	Gr.	U	12	8	6	6	4	0	33	7
		L	12	8	6	0	8	80	33	11
Games fields, gyms, changing rooms	Sec.	U	20	33	28	37	28	25	33	28
		L	4	6	0	13	11	1	10	6
	Gr.	U	18	38	22	12	33	0	67	24
		L	0	8	3	6	0	0	0	3
Recreation room, club, discussion rooms	Sec.	U	14	30	33	30	19	25	18	23
		L	43	48	33	40	47	27	38	39
	Gr.	U	12	8	12	19	21	0	67	15
		L	17	15	3	25	12	20	100	15
Interviewing room	Sec.	U	18	30	28	27	25	33	18	25
		L	25	36	11	30	30	16	26	25
	Gr.	U	35	8	25	12	33	0	33	24
		L	12	8	3	0	4	0	0	4

Table C4.2.2 cont'd.

			English	Maths.	Langs.	Science	Soc.Scs.	Practical	Phys/Cult.	All Teachers
Library	Sec.	U	48	36	56	30	55	39	31	42
		L	7	0	0	3	6	4	10	5
	Gr.	U	59	15	44	12	37	0	33	34
		L	0	8	6	12	8	0	0	6
Stage, drama room	Sec.	U	29	18	44	20	21	19	20	23
		L	37	24	6	7	19	9	23	19
	Gr.	U	53	8	16	12	33	0	0	23
		L	12	8	3	0	0	0	0	4
General storage space	Sec.	U	14	18	44	30	23	34	15	24
		L	27	45	22	57	30	28	36	34
	Gr.	U	6	0	25	6	42	20	33	20
		L	0	8	19	19	12	20	33	14
Number of teachers		Sec.	56	33	18	30	47	68	39	291
		Gr.	17	13	32	16	24	5	3	110

Base: Secondary and grammar school teachers excluding heads.

Table C5.1.1: **Indices of Family Economic Position.**
Percentages of pupils with parents in the various categories of employment, maternal efficiency and income level

	Secondary				Grammar
	L	T	S	All	All
FATHER'S EMPLOYMENT					
Employed full-time	85	83	86	85	93
Part-time(10 hours per week or less)	2	0	0	1	0
Unemployed	13	17	14	14	7
MOTHER'S EMPLOYMENT					
Employed full-time	16	15	15	16	18
Part-time(10 hours per week or less)	24	13	12	18	16
Not employed outside home	61	72	73	66	66
MATERNAL EFFICIENCY					
High	32	54	61	43	78
Average	43	31	31	37	17
Low	25	15	8	20	5
INCOME LEVEL OF HOUSEHOLD					
Above average	13	39	39	25	57
Average	58	41	48	52	37
Below average	29	21	14	23	6
Number of Pupils	115	39	59	213	71

Base: All pupils whose parents were interviewed

Table C5.1.2: **Indices of the Educational and Cultural Level of the Home.** *Percentages of pupils with parents and siblings in the various categories of the educational and cultural home indices*

	Secondary				Grammar
	L	T	S	All	All
FATHERS: AGE COMPLETED EDUCATION					
14 and under	90	76	71	82	44
15	4	0	14	6	17
16	5	11	9	7	7
17	1	11	3	3	7
18 and above	1	3	3	2	25
MOTHERS: AGE COMPLETED EDUCATION					
14 and under	91	54	63	77	34
15	4	15	10	8	14
16	3	18	17	9	25
17	1	8	8	4	13
18 and above	1	5	2	2	14
FATHERS: TYPE OF SCHOOL IN WHICH FULL-TIME EDUCATION WAS COMPLETED					
Public elementary	89	78	81	85	55
Secondary/junior tech./commercial	7	14	9	9	7
Technical college/commercial until 18+	2	0	2	1	1
Grammar	2	5	7	4	21
Tertiary	0	3	2	1	16
MOTHERS: TYPE OF SCHOOL IN WHICH FULL-TIME EDUCATION WAS COMPLETED					
Public elementary	94	67	71	83	42
Secondary/junior tech./commercial	4	18	17	10	14
Technical college/commercial until 18+	1	0	0	1	7
Grammar	1	15	12	7	31
Tertiary	0	0	0	0	6
NUMBER OF SIBLINGS WHO HAVE ATTENDED OR ARE ATTENDING A SCHOOL TO AGE 18					
None	77	44	66	68	26
1	17	36	31	24	38
2	3	8	0	3	18
3	2	13	3	4	10
4	1	0	0	1	6
5	0	0	0	0	1
6 or more	0	0	0	0	1

Table C5.1.2 cont'd.

	Secondary				Grammar
	L	T	S	All	All
BOOKS IN THE HOME					
None	19	13	3	14	1
1-5	32	8	17	24	10
6-10	16	23	12	16	13
11-50	25	31	39	30	39
50+	8	26	29	17	37
MOTHERS' READING					
Reads quite a lot	12	26	34	21	31
Reads occasionally	33	39	36	35	30
Hardly ever reads/doesn't like reading	55	36	31	45	39
FATHERS' READING					
Reads quite a lot	28	31	29	29	32
Reads occasionally	25	39	30	29	34
Hardly ever reads/doesn't like reading	47	31	41	42	34
Number of pupils	115	39	59	213	71

Base: All pupils whose parents were interviewed

Table C5.1.3: **Family Size and Home Circumstances.** *Percentages of pupils within the various categories of family size and home circumstances*

	Secondary				Grammar
	L	T	S	All	All
TYPE OF HOME					
Substitute housing	1	0	0	1	0
Flat	5	3	0	3	0
Terraced house	59	44	51	54	31
Semi-detached house	21	18	19	20	17
Detached house	14	36	31	23	52
TOTAL NUMBER OF BEDROOMS					
1	0	0	0	0	0
2	12	5	12	11	1
3	72	74	68	71	51
4	16	13	20	16	33
5	0	8	0	1	11
6	0	0	0	0	1
7	0	0	0	0	1
Average number	3.0	3.2	3.1	3.1	3.6
FAMILY INDEX					
Pupil lived with natural father + mother	89	92	93	91	94
Pupil lived with natural mother, father substitute	1	0	0	1	0
Pupil lived with natural father, mother substitute	0	0	2	1	0
Pupil lived with natural mother only	9	8	5	8	6
Pupil lived with relatives other than natural parent	2	0	0	1	0
NUMBER OF PERSONS IN HOUSEHOLD					
2	0	3	0	1	0
3	5	8	5	6	4
4	6	15	24	13	24
5	17	13	24	18	24
6	14	18	14	15	15
7	15	8	12	13	17
8	14	13	12	13	8
9 or more	29	23	10	23	8
Average number	7.3	6.4	5.9	6.8	5.8

Table C5.1.3 cont'd.

	Secondary				Grammar
	L	T	S	All	All
TOTAL NUMBER OF CHILDREN IN FAMILY (including half brothers and sisters and adopted children)					
1	1	8	2	2	3
2	6	10	14	9	17
3	10	15	29	16	24
4	10	15	17	13	17
5	12	3	12	10	21
6	17	13	10	14	8
7	15	5	5	10	3
8	11	13	5	10	3
9 or more	17	18	7	15	4
Average number	6.2	5.4	4.5	5.7	4.1
TOTAL NUMBER OF CHILDREN IN HOUSEHOLD STILL AT SCHOOL OR OF BELOW SCHOOL AGE					
1	10	23	17	15	11
2	18	26	25	22	26
3	24	15	27	23	26
4	15	8	19	15	13
5	10	5	3	7	13
6	11	15	2	9	6
7 or more	12	8	7	10	6
Average number	3.9	3.3	3.1	3.6	3.3
Number of pupils	115	29	59	213	71

Base: All pupils whose parents were interviewed

Table C4.2.1 cont'd.

			English	Maths.	Langs.	Science	Soc.Scs.	Practical	Phys/Cult.	All Teachers
Musical instruments, record players	Sec.	U	46	42	72	30	38	34	51	42
		L	12	6	17	3	13	4	18	10
	Gr.	U	47	8	53	13	33	0	33	34
		L	0	8	0	6	8	0	0	4
Art and handicraft materials	Sec.	U	20	36	22	40	47	43	74	41
		L	9	9	0	0	8	16	18	10
	Gr.	U	18	8	28	6	25	20	33	20
		L	12	0	0	12	8	0	33	6
Maths. equipment calculating machines	Sec.	U	18	70	11	27	21	21	39	28
		L	12	42	6	20	15	10	13	16
	Gr.	U	6	62	16	6	8	20	0	16
		L	0	15	6	19	12	0	0	9
Domestic, housecraft equipment	Sec.	U	20	27	28	27	23	52	41	33
		L	5	9	0	3	4	9	3	5
	Gr.	U	6	8	19	6	13	80	33	16
		L	0	0	3	12	8	0	0	4
Geographical equipment	Sec.	U	14	46	28	30	57	24	39	33
		L	5	9	0	7	17	9	8	9
	Gr.	U	0	15	25	6	63	20	33	26
		L	6	0	3	6	8	0	33	5

Table C5.1.4: Pupils and their Work at Home. *Percentages of boys and girls who helped in the home and the time they spent on their homework*

	Boys	Girls
HELP IN THE HOME		
Help very often	24	38
Help quite a lot	29	34
Help sometimes	30	25
Hardly ever or never help	16	3
TIME OUT OF SCHOOL SPENT ON HOMEWORK		
A lot of time on it	14	30
A fair amount of time on it	51	53
No time or hardly any time on it	36	17
PARENTAL VIEW ON TIME SPENT ON HOMEWORK		
Would like youngster to spend more time on homework	51	30
Youngster spends right amount of time on homework	46	65
Would like youngster to spend less time on homework	2	5
Number of pupils	140	152

Base: All pupils whose parents were interviewed

Table C5.1.5: **Home Circumstances and Pupil's Work at Home.** ***Percentages of grammar and secondary school pupils with more or less than 5 siblings at school who help at home and the time they spend on their homework***

	Secondary Siblings at School		Grammar Siblings at School	
	0-4	5+	0-4	5+
HELP IN THE HOME				
Help very often	30	46	18	41
Help quite a bit	35	16	42	29
Help sometimes	25	30	33	24
Hardly ever or never help	11	8	7	6
TIME OUT OF SCHOOL SPENT ON HOMEWORK				
A lot of time on it	18	21	35	18
A fair amount of time on it	52	36	59	82
No time or hardly any time on it	30	43	6	0
Number of pupils	159	61	55	17

Base: All pupils whose parents were interviewed

Table C5.2.1: Sex of pupils and Size of schools. *Percentages of schools with various levels of these indices*

	Secondary			Grammar
	below average %age of leavers (<50%)	above average %age of leavers (>50%)	All	All
SEX OF SCHOOL				
Girls only	28	13	21	35
Boys only	6	40	21	29
Co-educational	66	47	58	35
SCHOOL DESIGNATION				
County	56	40	49	24
Voluntary	44	60	52	76
SIZE OF SCHOOL				
Up to 300 pupils	28	07	18	24
301-500 pupils	28	27	27	29
501-600 pupils	22	13	18	12
601-800 pupils	11	27	18	24
Over 801 pupils	11	27	18	12
FIFTH FORM INDEX [no. of pupils in 5th x 400/no. of pupils forms 1-4]				
No fifth year	22	13	18	0
1.0-25.0	39	40	39	0
25.1-50.0	17	47	30	0
50.1-75.0	17	0	9	29
Over 75.1	6	0	3	71
SIXTH FORM INDEX [no. of pupils in 6th x 400/no. of pupils forms 1-4]				
No sixth year	44	67	55	0
1.0-25.0	28	27	27	0
25.1-50.0	22	7	15	6
50.1-75.0	6	0	3	6
75.1-100	0	0	0	12
Over 100.1	0	0	0	76
Number of schools	18	15	33	17

Base: All schools

Table C5.2.2: **Year Group Organisation, Curriculum Choice and Examinations.** *Percentages of schools with various levels of these indices*

	Secondary			Grammar
	below average %age of leavers (<50%)	above average %age of leavers (>50%)	All	All
CURRICULUM CHOICE, for 13/14 to 15/16 year olds				
Required subjects, plus options	33	60	45	88
Complete course choice	61	40	52	12
Completely free choice from a number of different option groups	6	0	3	0
YEAR ORGANISATION - fifth year				
Mixed ability classes	0	0	0	59
Subject setting	33	27	30	18
Ability banding or streaming	39	60	49	24
No fifth year	28	13	21	0
YEAR ORGANISATION - sixth year				
Mixed ability classes	0	0	0	18
Subject setting	28	20	24	71
Ability banding or streaming	28	7	18	12
No sixth year	44	73	58	0
PERCENTAGE OF FIFTH FORM PUPILS TAKING G.C.E. 'O' LEVEL EXAMINATIONS ONLY				
0%	39	33	36	0
1-25%	11	13	12	0
26-50%	11	27	18	0
51-99%	22	13	18	6
100%	17	13	16	94
PERCENTAGE OF FIFTH FORM PUPILS TAKING EXAMINATION IN G.C.E. 'O' LEVEL AND C.S.E.				
0%	78	53	67	94
1-25%	6	20	12	6
25% and over	17	27	21	0

Table C5.2.2 cont'd.

	Secondary			Grammar
	below average %age of leavers (< 50%)	average %age of leavers (>50%)	All	All
PERCENTAGE OF FIFTH FORM PUPILS TAKING C.S.E. EXAMINATIONS ONLY				
0%	50	40	45	100
1-25%	11	20	16	0
26-50%	22	27	23	0
50% and over	17	13	16	0
YEAR STAGE AT WHICH DECISION IS MADE TO ENTER PUPILS FOR EXTERNAL EXAMINATIONS				
First year	12	7	9	65
Second year	12	0	6	0
Third year	59	73	66	24
Fourth year	18	20	19	12
Number of schools	18	15	33	17

Base: All schools

Table C5.2.3: **Staffing and Staff Meetings in the Schools.** ***Percentages of schools with various levels of the staffing indices***

	Secondary			Grammar
	below average %age of leavers ($<$50%)	above average %age of leavers ($>$50%)	All	All
PERCENTAGE OF TEACHER VACANCIES				
No vacancies	78	73	76	76
1% or more	22	27	24	24
STAFF TURNOVER				
No staff turnover	22	7	15	29
1-10%	44	33	39	47
11% or more	33	60	45	24
PUPIL-TEACHER RATIO				
Up to 16.9 pupils per teacher	6	13	9	35
17-17.9 pupils per teacher	33	13	24	35
18-18.9 pupils per teacher	17	33	24	6
19-19.9 pupils per teacher	17	33	24	18
More than 20 pupils per teacher	28	7	18	6
CAREERS TEACHER INDEX				
Less than 200 pupils per careers teacher	22	27	24	18
200-400 pupils per careers teacher	44	27	37	47
More than 401 pupils per careers teacher	33	47	39	35
SCHOOL COUNSELLOR INDEX				
Less than 200 pupils per counsellor	17	33	24	12
More than 200 pupils per counsellor	6	27	15	6
No school counsellor	78	40	61	82
PERCENTAGE OF STAFF AGED 26 AND UNDER				
1-25	39	33	36	53
26-50	50	53	52	35
51 or over	6	13	9	6
D.N.A.	6	0	3	6

Table C5.2.3 cont'd.

	Secondary			Grammar
	below average %age of leavers (<50%)	above average %age of leavers (>50%)	All	All
PERCENTAGE OF STAFF AGED 27 TO 45 YEARS				
1-25	6	0	3	0
26-50	33	20	27	41
51-75	50	67	58	47
76 or over	6	13	9	6
D.N.A.	6	0	3	6
PERCENTAGE OF STAFF AGED 46 YEARS AND OVER				
1-25	83	93	88	65
26-50	11	7	9	29
D.N.A.	6	0	3	6
FREQUENCY OF FORMAL STAFF MEETINGS IN YEAR - 1970-71				
Not possible on any occasion	0	0	0	12
Once	6	0	3	6
2 or 3 occasions	33	13	24	24
4 or more occasions	61	87	73	59
FREQUENCY OF INFORMAL STAFF MEETINGS IN YEAR - 1970-71				
Not possible on any occasion	22	13	18	18
Once	0	0	0	0
2 or 3 occasions	28	20	24	53
4 or more occasions	50	67	58	29
FREQUENCY OF DEPARTMENTAL MEETINGS IN YEAR - 1970-71				
Not possible on any occasion	11	0	6	29
Once	11	13	12	6
2 or 3 occasions	50	40	46	24
4 or more occasions	28	47	36	41

Base: All schools

Table C5.2.4: **Remedial Education.** *Percentages of secondary schools with various proportions of pupils receiving or requiring remedial education or coaching*

	below average %age of leavers (<50%)	above average %age of leavers (>50%)	All
PERCENTAGE OF PUPILS RECEIVING REMEDIAL EDUCATION			
11% or over	17	20	18
1-10%	78	73	76
None	6	7	6
HEAD'S ESTIMATE OF THE PERCENTAGE OF PUPILS REQUIRING REMEDIAL EDUCATION			
11% or more	61	67	64
1-10%	39	33	36
REMEDIAL TEACHER INDEX			
Less than 200 pupils per teacher	28	20	24
200-400 pupils per teacher	28	33	30
More than 401 pupils per teacher	28	27	27
No remedial teachers	17	20	18

Base: All schools

Table C5.2.5: Clubs in the Schools. *Percentages of schools' clubs meeting at various times and their membership*

	Secondary			Grammar
	below average %age of leavers (< 50%)	above average %age of leavers (>50%)	All	All
TIME OF THE CLUB'S MEETING				
Only at lunch time	11	0	6	0
Only out of school hours	56	53	55	76
Lunch and out of school	17	27	21	18
No clubs	17	20	18	6
CLUB MEMBERSHIP				
Senior pupils only	11	13	12	29
All pupils	72	67	70	65
No clubs	17	20	18	6
Number of schools	18	15	33	17

Base: All schools

Table C5.2.6: Parental Unemployment. *Percentages of schools with various percentages of fathers unemployed*

	Secondary			Grammar
	below average %age of leavers (<50%)	above average %age of leavers (>50%)	All	All
0-5%	28	7	18	75
6-10%	28	47	36	19
11% and over	44	47	45	6
Number of schools	18	15	33	17

Base: All schools

Table C5.3.1: Parental Attendance at School Events and Interviews. *Percentages of parents who have attended school events and interviews at school*

	Secondary			Grammar
	L	T	S	All
Percentage of parents who have talked to heads or relevant teachers	49	49	64	67
NUMBER OF EVENTS ATTENDED BY PARENTS				
None	30	28	19	8
1 or 2	46	51	52	42
3 or more	23	21	30	50
Number of parents	115	39	59	71

Base: All parents

Table C5.3.2: Teachers' Opinions on the importance of knowing about Pupil's Home Background and encouraging reluctant Parents to visit the School. *Percentages of secondary and grammar school teachers holding various views on these subjects*

	Secondary	Grammar
TEACHERS' OPINIONS ON:		
Knowing something of the background of early leavers		
Very important	54	52
Important	43	44
Not important	3	4
Encouraging parents who did not normally visit school to make contact		
Very important	33	32
Important	57	53
Not important	10	14
Not at all important	0	1

Base: All teachers

Table C5.3.3: Reasons why Teachers thought it not important to encourage Parents who did not visit the School to make contact. *Percentages of teachers expressing various opinions*

	Secondary	Grammar
No point in forcing them if they are not interested	94	95
Teachers do not have time to see parents	19	32
Some pupils are embarrassed by parents visiting the school	31	47

Base: teachers (n=50) who thought it not important to encourage uninterested parents to visit the school

Table C5.3.4: Arrangements for encouraging Parents to visit the School found unsatisfactory by Teachers. *Percentages of teachers finding various arrangements unsatisfactory*

	Secondary	Grammar
Parent-teacher association	25	47
Open-days	25	40
Plays and concerts	35	27

Base: All teachers (n=84) who had personal experience of unsuccessful schemes